

**Marketing Brock University in the 1980's :
Assessing Freshman Student Feedback in a
Strategic Planning Approach**

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Abstract

Universities have entered a period of rapid change and upheaval due to an external environment beyond their control which includes shifting demographic patterns, accelerating technology, funding shortages, and keener competition for students. Strategic planning, a comprehensive vision which challenges universities to take bold and creative measures to meet the threats and opportunities of the future, is an institutional imperative in the 1980's.

This paper examines freshman student feedback in an effort to incorporate this important element into a strategic plan for Brock University, a small, predominantly liberal arts university in St. Catharines, Ontario. The study was designed to provide information on the characteristics of the 1985-86 pool of freshman registrants: their attitudes towards Brock's recruitment measures, their general university priorities, and their influences in regard to university selection (along with other demographical and attitudinal data).

A survey involving fixed-alternative questions of a subjective and objective nature was administered in two large freshman classes at Brock in which a broad cross-section of academic programs was anticipated. Computer analysis of the data for the 357 respondents included total raw frequencies and rounded percentages, as well as subgroup cross-tabulation by geographic home area of respondent, academic major, and high school graduating average.

The four directional hypotheses put forward were all substantiated by the survey data, indicating that 1) the university's current recruitment program had been a positive influence during their

university search 2) parents were the most influential group in the students' decisions related to university 3) respondents viewed institutional reputation as less of a priority than an enjoyable university lifestyle in a personal learning atmosphere 4) students had a decided preference for co-operative study and internship programs.

Strategic planning recommendations included a reduction in the faculty/student ratio through faculty hirings to restore the close rapport between professors and students, increased recruitment presentations in Ontario high schools to enlarge the applicant pool, creation of an Office of Co-operative Study and Internship Programs, institutional emphasis on a "customer orientation", and an extension of research into student demographics and attitudinal data.

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Chapter One

INTRODUCTION

Rationale for the Study

Universities are complex institutions which, in their routine operation, encounter myriad obstacles and challenges ranging from those as vital as the quest for research funds to such mundane matters as the campus parking problem. But the greatest challenge facing universities today is that of managing change, if not decline, in a wider context. Some believe that we are now in a period of transition so profound as to constitute a revolution which will see the contraction and demise of those institutions that fail to forge a strategy for survival.

Demographic forecasts indicate a 17% decline in Ontario's population aged 18 to 24 between 1983 and 1996, and this suggests an imminent decline in university enrolment.¹ Of course, due to changes in the participation rate, the increasing proportion of university students drawn from the population aged 25 and over and the sustained growth of part-time and continuing studies, this decline is far from certain. In the United States, the prognosis is much grimmer. Edward Fiske, the Education Editor of the New York Times, speculated that the number of graduating high school seniors, which peaked at 3.2 million in 1976, will drop to 2.7 million by the end of this decade², and other experts predict that between 10 and 30 percent of America's 3,100 colleges and universities will close their doors or merge with other institutions by 1995.³

The problem is deeper than mere demography. The cost of a university education is high (especially at private universities in the

U.S.) and growing higher; some people are beginning to question the visible benefits of that investment. Few students can afford the luxury of "education for education's sake"; they expect personal growth, the development of marketable skills, and upward mobility. The public has come to wonder whether or not these values can be achieved from a college education. Caroline Bird's book, The Case Against College (in which she advocates taking money intended for college and depositing it in a high-interest-earning bank account as a more prudent measure) brings that uncertainty into focus. Some students have even filed suit against universities for failure to deliver on their promises.⁴

Still another concern is the lack of government funding to universities. In Ontario, for example, over the past decade expenditures (in constant dollars) per university student have decreased by 18 percent, despite enrolment increases of 23 percent. Government expenditures to hospitals, schools and correctional institutions rose 50, 43, and 11 percent during the same period.⁵

This financial neglect has placed severe constraints on the universities. Not only has it negatively affected the quality of education which students have been receiving (due to the inability to hire necessary faculty, replace outdated equipment, maintain library acquisitions, and undertake expensive research), it has precluded the fundamental upkeep of the physical plants, the buildings and grounds which house the universities. Though the establishment of a 50 million dollar universities "Excellence Fund", a nine million dollar "Renovation Fund", and an 84 million dollar "Faculty Renewal Fund" by the new provincial government are steps in the right direction, they are modest redress when one considers that it will take a 170 million dollar boost to

the basic annual funding of Ontario's universities just to bring this province up to the national average.⁶

One of the direct results of the shrinkage in the pool of traditional applicants for full-time undergraduate study has been sharper and more focused competition amongst Ontario's fifteen universities. Recognizing this, the Council of Ontario Universities (COU) has re-issued guidelines on student recruitment, and there has generally been an increase in debate on the issue of marketing higher education.

This paper addresses the imperative for analysis and change in the 1980's with an emphasis on Brock University. As a small, predominantly liberal arts and science institution with few of the prestigious professional programs, little external funding via research grants, and a somewhat unheralded reputation and sense of tradition due to its tender years, Brock's recent prosperity could suffer marked erosion unless the university moves forward with a well-conceived course of action, a "strategic plan".

Integral to such a plan is a recognition of the expectations, aspirations, priorities and influences of the freshman class, the very lifeblood of the university ("freshman" is intended in this paper in an asexual sense to include both male and female students beginning their university studies). It would be terribly short-sighted not to heed the statements of this group, since they represent the litmus test of the university's external relations efforts. Essentially, these students have agreed with many of the messages which the university has been transmitting about itself. But more detailed information about the freshman class is critical if sound planning of a marketing and strategic nature is to occur.

Strategic Planning - an overview

Educational journals contain a plethora of work dealing with marketing concepts, institutional planning models, and the like; most of the literature is quite current, having been written since 1970. The most compelling approach in this writer's opinion, is offered by George Keller, a former political science professor at Columbia University who went on to senior administrative positions at the State University of New York and the University of Maryland. Today, Keller is a senior vice-president of the Barton-Gillet Company, an institutional planning, marketing, and communications firm in Baltimore, Maryland. His best-selling book, Academic Strategy: The Management Revolution in American Higher Education, propounds a new management technique which he calls "strategic planning" in a move to combat "the spectre of decline and bankruptcy which haunts today's universities".⁷

Keller maintains that for many years, colleges and universities had an increasingly expanding market and consequently did not have to think competitively; a much different scenario exists today. Strategic planning combines a university's strengths and leadership capabilities with an analysis of trends, markets, and the competition to formulate an academic strategy for these institutions. With such a strategy, a university can remain strong, and perhaps get better, despite threatening factors. To act strategically is to take shrewd, vigorous steps to overcome threats and seize opportunities.⁸

The notion of planning is anathematic to some in higher education, who believe this to be the activity of Pentagon generals and corporate executives. It becomes essential to sweep away the

misconceptions about planning. Keller feels obliged to explain what strategic planning is not:

- * It is not so much a master blueprint as it is a central set of concepts which allows for continuous adjustments to shifting conditions.
- * It is not a collection of platitudes, but succinctly stated operational aims.
- * It is not the personal vision of the university president or board of trustees, but a strategy based on the consideration and calculation of realities.
- * It is not a collection of departmental "wish lists", but a plan for the long-term stature and excellence of the entire institution, recognizing that a university is more than an aggregate of its parts.
- * It is not a form of surrender to market conditions and trends, but it does require an awareness of likely markets for higher education, the new forms of delivering information, and the developing conditions that will profoundly affect the university and its goals.
- * It is not something done on an annual retreat; strategic planning is an ongoing and integral activity which occurs on-site.
- * It is not a way of eliminating risks; in fact, strategic planning increases risk taking. It fosters an entrepreneurial spirit, a readiness to start new ventures. It encourages boldness about opportunities and aggressiveness in the face of threats.

* It is not an attempt to read tea leaves and outwit the future. The future is unpredictable, but it is not a random walk. Strategic planning is an effort to make decisions more intelligently by looking toward the probable future and coupling the decisions to an overall institutional strategy.⁹

Just as scholars blend facts, interviews, historical wisdom, comparative analyses, insights, and speculation in their depictions of a situation, strategic planning blends rational and economic analysis, political maneuvering, and psychological interplay. It is therefore participatory and highly tolerant of controversy¹⁰. It is action-oriented, and concentrated on decision-making. It encourages a university and its leaders to be active rather than passive about their position in history. Strategic planning is people acting decisively and in concert to carry out a gameplan that they have helped devise.

The single most important contribution of strategic planning to organizational decision-making is its focus on both inner and outer direction. Historically, educational institutions have been inner-directed, with their aims formed by religious commitments, traditions, faculty desires, and ambitions for growth and stature. Essentially, they have tried to make their markets bend to their own wishes. Today, perhaps three-quarters of all change at universities is triggered by outside factors such as government directives, demographic patterns, economic recession, and shifts in job markets. Universities in the 1980's must switch from a self-assertion model of their existence to a biological model of continuous adaptation to a powerful, changing social environment.¹¹

Sound marketing is a key ingredient in strategic planning. The concept seems sleazy to many academics, since it is often confused with selling or advertising. Generally, universities do too much promotion and selling, and too little listening and marketing. Keller defines marketing as a semi-scholarly effort to understand who it is a market is serving, to find out what services are being offered with success, and to inform the public in a targeted way about the range of services available.¹² A university cannot plan strategically unless it has a systematic understanding of the public's perceptions of the institution's ability to respond to them.

Before a strategy can be formulated, a conceptual framework must be assembled. The fundamental aim is to link the forward direction of the institution with the movement of historical forces in the environment; hence, the two critical areas for analysis are one's own organization and the environment. Keller's model ¹² involves three elements for each of these inner and outer-directed dimensions.

Internal elements

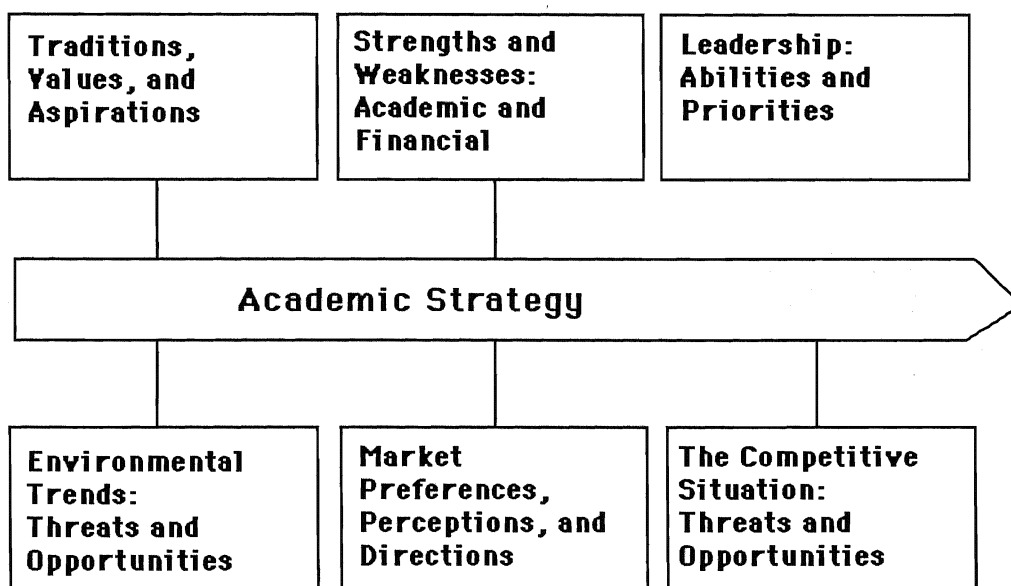
1. Traditions, Values, and Aspirations
2. Strengths and Weaknesses: Academic and Financial
3. Leadership: Abilities and Priorities

External elements

1. Environmental Trends: Threats and Opportunities
2. Market Preferences, Perceptions, and Directions
3. The Competitive Situation: Threats and Opportunities

These elements will be expanded upon and will serve as appropriate sub-divisions for discussion in the proceeding Review of Literature.

George Keller's Conceptual Model for Strategic Planning



It should be noted that Canadian universities are at a significant distance from their American counterparts vis a vis scenario for strategic planning, aside from the demographic differences already cited. Because universities in this country are supported by public funds, they are not engaged in a Darwinian struggle for survival, unlike the many private universities and colleges in the United States. This fact is both a blessing and a curse: though the very survival of Canadian universities may not be jeopardized, the serious inadequacy of operating funds (especially, as previously described, in Ontario), along with government constraints placed on capital grants, have severely limited the ability of universities to undertake bold new initiatives and to steer their own course towards the future. And, perhaps most regrettable of

all, is the concern that the Canadian system of state-funded institutions militates against a high-powered drive towards academic excellence.¹³

Despite these conditions, Ontario universities must still engage in strategic planning. They must ask themselves if sufficient attention is being paid to their claims of quality, if institutional self-assessment is at a satisfactory level, if improvements in their systems of governance and decision-making are ongoing and effective, and if enough is being done to communicate to the public the strengths and benefits of their programs.

Objectives of the Study

This study, based on a survey of freshmen students at Brock University during the 1985-86 school year, is designed to provide information on the characteristics of the current pool of registrants: their expectations of Brock experiences, their attitudes towards existing university recruitment practices, their general university priorities, and their influences in regard to university selection. In addition to the identification of individual, social and institutional factors which influence these students, the research will attempt to gauge the institutional image which Brock embodies for this group.

Further analyses are meant to identify differences between segments of the survey population. Respondents have been sub-grouped based on: 1) geographic home location, 2) intended academic major, and 3) academic average upon graduation from high school.

The resultant data will provide demographic, social, and attitudinal profiles of Brock's freshman class which can be assessed and

incorporated into the formulation of a strategic plan for the university. The intention is not to prescribe a cure for all that ails the institution, but to suggest areas for re-examination and change in recognition of the perceptions, influences and expectations of the incoming student pool.

Based on past Brock student surveys and an extensive literature review of educational literature, the following directional hypotheses have been put forward:

1. Freshman student respondents will indicate that Brock's active promotional effort (including school presentations, promotional film and literature, campus visit program, etc.) positively influenced them during their exploration for a university.
2. Parents (not friends, brothers/sisters, or guidance counsellors and school teachers) will be designated by the students as having the most influence in the university decision-making process.
3. Brock registrants will view a university's reputation as less of a priority concern than an enjoyable lifestyle in a personal learning atmosphere (i.e., small classes, friendly and dedicated professors, amiable classmates, etc.).
4. A preference for practical job skills and co-operative/internship programs over traditional liberal arts courses will be reported by the students.

Assumptions and Limitations of the Study

The experiment undertaken is a descriptive survey by design, with no random selection employed. Because approximately a third of

all freshman students at Brock who enrolled directly out of high school responded to the survey (357 out of 1035), the assumption was made that this sample is representative of the total population.

Weighting has not been used in the analysis of the data, and this may tend to skew the overall responses to some questions where certain groups are over-or under-represented. Business administration students, for example, are under-represented in this survey in comparison with their actual percentage of the freshman student class; physical education/recreation and child studies majors are over-represented. However, this problem fades in view of the sub-group analysis.

<u>program</u>	<u>1985 freshman class</u>	<u>survey population</u>
Administration	316 (31%)	41 (12%)
Child Studies	143 (14%)	96 (27%)
Physical Education/Recreation	156 (15%)	79 (22%)
Sciences	186 (18%)	60 (17%)
Arts	<u>234</u> (23%)	<u>80</u> (22%)
	1035	357

Approximately 80% of Brock's annual freshman class is composed of students proceeding directly from high school studies. Since this is the population on which student recruitment efforts are centred, "mature student" and "advanced standing" registrants in year one at Brock have not been included in the survey.

Because the survey concentrates on a defined population group, it should be clearly understood that the views and attitudes of these

respondents cannot be said to be representative of all Brock applicants. In 1985-86, over 5,200 high school seniors indicated Brock as one of their three selections on the Ontario Universities Application Centre form. This survey does not account for the views and attitudes of those applicants who were not offered admission to year one studies, nor those who were offered admission by Brock but declined the offer in lieu of studies at another university.

Summary of Chapter One

In order to thrive in the years ahead, universities must begin to take stock of who they are, how they present themselves, and how they are perceived by the public. They must be cognizant of the changing external environment beyond their control, including shifting demographics and market directions.

A strategic plan is the very heart of a move in a positive direction, a comprehensive vision which challenges the institution to take bold and creative measures to meet the threats and opportunities of the future.

This paper examines freshman student feedback in an effort to incorporate this important element into a strategic plan for Brock University. By capitalizing on the perceptions, priorities and influences of these registrants, Brock should be able to maintain or exceed its current level of popularity with high school seniors in Ontario, and consequently assure itself of sustained growth and prosperity into the 1990's.

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Chapter Two

REVIEW OF LITERATURE

Introduction

This section of the paper involves an examination of universities according to Keller's strategic planning model. The model contains three elements ((1) Traditions, Values, and Aspirations (2) Strengths and Weaknesses: Academic and Financial (3) Leadership: Abilities and Priorities) which are inner-directed and focus on organizational concerns, and three outer-directed dimensions ((1) Environmental Trends: Threats and Opportunities (2) Market Preferences, Perceptions, and Directions (3) The Competitive Situation: Threats and Opportunities) which pertain to the external environment.

Traditions, Values, and Aspirations

Every university has embedded in its tissues an intangible set of traditions and values; some campuses even have an "organizational saga", an institutional mythos, that dominates the place.¹ The best examples of this (aside from government-operated military academies like West Point, Annapolis, and the Royal Military College at Kingston) are the institutions which constitute the Ivy League, with Harvard the crowning gem. This university has been an educational leader since its founding in 1636 (16 years after the Pilgrims landed at Plymouth Rock). Backed by an outstanding faculty, superb libraries and state-of-the-art laboratories, Harvard outpaces the academic community in both the number of national merit scholars studying at its campus and in the wealth of its endowment – placed in June of 1982 at 1.7 billion dollars.

Harvard counts more than 25 Nobel Prize winners and six U.S. Presidents among its graduates.²

Harvard, Yale, Princeton, and the other Ivies share many traits: they are all well-established and well-endowed with many prestigious alumni and a record for sending graduates on to esteemed professional schools. They are also private universities, and are considered highly selective in terms of the high school seniors whom they choose for their freshmen classes.

In the U.S., less than a fourth of all "selective" and "highly selective" institutions are public-funded, and about 52% of all highly selective universities are located in the Northeast.³ Selectivity, according to Alexander W. Astin's Laboratory for Research in Higher Education, is based on the average college admissions test scores of the entering classes; the higher the average test score, the more selective is the institution.⁴ Another measurement of selectivity, by the American College Testing Program, emphasizes the academic place of the high school graduate relative to his/her classmates. "Highly selective" universities enrol students who are in the upper 10 percent of their class; "selective" universities choose freshmen from the upper 25 percent of their class; "traditional" universities accept the top 50 percent; "liberal" schools accept some graduates from the bottom half of their class, and "open" universities accept all graduates.⁵

In a 1983 U.S. News and World Report Survey of 1,308 college presidents who were asked to name the nation's highest quality undergraduate schools, few public universities were ranked near the top. Educators point to the conditions found at many taxpayer-supported institutions - large classes, many graduate students serving as

instructors for undergrads, and less selective admissions standards based more on serving state residents than on attracting the nation's top students – as reasons for the predominance of private schools on the lists.⁶

This supremacy of private institutions was evident across the board, in large and diversified national universities like Stanford, in small liberal arts colleges with national reputations like Amherst, in regional liberal arts colleges like Bucknell and Wake Forest, and at comprehensive universities like Washington and Lee.

Of course, private universities and colleges in the U.S. are expensive (some as much as \$15,000 per year), a consideration which limits their pool of prospective applicants. But many parents are willing to make personal financial sacrifices to send their children to a prestigious and tradition-laden school. Few can deny the benefits of being stimulated for four years by dedicated and renowned professors and by a student body that has been hand-picked for its intellectual abilities and extra-curricular interests. The implication for parents is that at these schools their children will meet the future movers and shakers of North America. An element of snobbery is present in all this, the sort that goes along with laying out \$55,000 for a Mercedes rather than \$12,000 for a Ford.⁷

In the Canadian context, many would identify the University of Toronto, Western, Queen's, and McGill (sometimes referred to as the "Big Four") as the universities most in keeping with the Ivy League traditions. Blessed with historical roots, a wide range of programs at both the undergraduate and graduate levels, many professors eminent in their fields, extensive research capabilities, and hoards of

loyal alumni, these universities generally command the highest cut-off marks from freshman students of all national institutions. However, since all are funded by public coffers, no cost distinctions or public/private debates of superiority come into play.

Religious traditions and values are the foundations on which many universities have been built. American institutions such as Notre Dame, Georgetown, and Boston College (Catholic), Brigham Young (Mormon), and Oral Roberts (Pentacostal) all espouse and carry on the tenets of their respective churches, although many have now opened their doors to students outside the faith. In Ontario, enrolment demands and escalating costs in the late 1950's and early 1960's forced denominational universities like McMaster, Wilfrid Laurier (formerly Waterloo Lutheran), Ottawa, and Windsor to sever their religious connections in order to receive government financial support.⁸ However, many larger Canadian universities have religious affiliated colleges which preserve a religious heritage; Renison College at Waterloo, King's College at Western, and Trinity College at U of T are examples of this.

Because it has been in existence for little more than twenty years (a product of the rapid expansion of the university system in Ontario in the 1960's) Brock cannot compete with the Big Four in terms of tradition. It was created to improve the accessibility of post-secondary education in the province and particularly in the Niagara Region, which at that time was the most populous area in Canada without commuter access to its own university.⁹ The driving force behind Brock's conception was the Allanburg women's institute (Brock's "founding mothers") who were spurred on by a survey that showed that Niagara had the nation's lowest

proportion of young people engaged in post-secondary education. Brock opened its doors in September of 1964 with 124 full-time students, first in a church basement and then in a converted refrigeration factory on Glenridge Avenue in St. Catharines. Meanwhile, construction began on a permanent site (the DeCew campus) atop the nearby escarpment.

From the beginning, Brock was a university dedicated to a personal, rewarding, liberal arts and science education. Small seminars were at the very heart of this approach, stimulating great rapport between students and faculty. The university's namesake, Sir Isaac Brock, was a key figure in the history of the region during the War of 1812, and created, in a way, a sense of tradition for the university, a tie to the past. This tradition was brought to the forefront in the late 1970's with the introduction of the university's marketing theme of "Isaac Brock Wants You", based on the Lord Kitchener and Uncle Sam recruiting posters of the war years.

Brock has extended its scope to include professional schools of Education, Administration, and Physical Education and Recreation, and has experienced a protraction of all of its programs over the years. Enrolment has swelled to over 4,300 full-time students, as well as a sizeable part-time population. Interest in the university has also blossomed as indicated by record applications for admission from around the province, and use of the campus facilities (library, Centre for the Arts, physical education and aquatics centre) by members of the community.

However, the university has not expanded at the rate anticipated by the Brock University Master Plan of 1966 ¹⁰, which was based on projections of a faculty of 640 professors and a student population of 8100

by 1975 (1,200 of these were to be graduate, and a further 680 in faculties of engineering and architecture, with 1,800 in residence). Obviously, the planners did not foresee the decline in birth rate which has come to pass, nor the lack of adequate funding by the provincial and federal governments to sponsor new programs and enterprises. Even in 1986, Brock has but 260 faculty, few full-time graduate students, and only 730 students in residence.

Moving towards its silver anniversary, Brock University appears to have established a solid reputation as a small but dynamic and striving institution which stresses small classes and accessible instructors who are committed to the welfare of their students. However, the 1978 Long Range Planning Committee at Brock expressed concern that, with faculty-student ratios climbing, the university was making claims on which it could not always deliver.¹¹ At the time, the faculty-student ratio was 15:1, in 1986, it is 21:1.

The future probably holds a continuation of the current underfunding situation, and thus further retrenchment on the part of all universities. Brock has a freeze on its enrolment at this point, with freshman classes predicted to be curtailed at the 1300 student mark. With little hope of acquiring prestigious professional faculties in coming years, Brock seems intent on maintaining its current programs and focusing on its commitment to personal instruction and research in selected areas. Aspirations of greatness and expansion must be fueled, not only by genius and dedication but also by dollars - lots of dollars. Sadly, these are in short supply.

Strengths and Weaknesses: Academic and Financial

To be competitive in the future, universities must have self-examination as a top priority. They must assess their financial ledger, scholarships and awards, alumni loyalty, campus location and ambience, student retention and satisfaction, and especially the abilities and strengths of their faculty and academic programs.

This part of strategic analysis can be painful for institutions that have a weak tradition of honesty and frankness about themselves. However, it must be done, since there is little value in basing a plan for the future on rhetoric, pieties, or unnecessarily negative or inflated beliefs. Tact and sensitivity are crucial, since the very nature of this inquiry is threatening to some people on campus. Keller believes that universities are often much better in certain areas than they realize, and a lot worse in other areas than they pretend to be. This "search for truth" can be capsulized in the following statement:

Most important in organizational appraisal is focusing on abilities rather than aspirations, on strengths rather than status, on aptitudes and values rather than verbalizations.¹

Some universities are synonymous with excellence in specific fields. At MIT (Massachusetts Institute of Technology), it is mathematics, sciences, and engineering; at Carnegie-Mellon in Pittsburgh, it is computer science; at Oberlin and Indiana University at Bloomington, it is music; at Harvard, law and business reign paramount. St. John's College, a small institution in Annapolis,

Maryland, focuses on their Liberal Studies program, and has earned national praise for the "great-books" curriculum which is the core of studies in this area.² Realizing the value of these programs and the attention they gain for the university, great pains are taken to ensure their continuing prominence. In Canada, the efforts of Waterloo to sustain its world-class computer science program and Western's commitment to its business school are well known.

Brock has been aware for some time now that there is a preferred choice among many students for vocational programs, and it has taken steps accordingly. As president Alan Earp points out, it would be a mistake to think of Brock purely as a liberal arts university.³ A great proportion of applications for admission are for one of the three administration programs: honors admin, business economics, and co-op accounting. In 1985, the Ontario Universities Application Centre reported that 1635 of the 5220 students who applied to Brock from Ontario high schools had indicated one of these programs. This is, of course, in keeping with the international trend of keen interest in business and its related studies (such as economics). Physical education and recreation are also popular at Brock, though some wonder whether the "movement education" base of Brock's phys. ed. program is broad enough to continue to attract a wide range of students in future years.

One of the most popular and unique programs at Brock is Child Studies, along with its concurrent BA/BEd offshoot which offers students the theory of child psychology and sociology merged with the practicality of a teaching degree. This program is eclectic in nature, drawing on many different courses in a kind of interdepartmental approach. The same can be said for the university's programs in

Communications Studies, Liberal Studies, and even Fine Arts. This "repackaging" of existing programs has been a move in the right direction for the university over the past half decade.

In terms of Brock's programs and research in the sciences, Dr. Earp considers the school's record to be as good as that of any university in the country, bearing in mind the size of the institution.⁴ Over 130 industries and organizations consult Brock's pure and computer science departments, contributing to the university's research budget of approximately 1.5 million dollars.⁵

The College of Education is another high-profile sector at Brock, and a major source of income via student tuition and government grants. In-service and Masters courses are offered throughout the year, while the pre-service BEd program is receiving record applications for admission. In the Golden Horseshoe of Southern Ontario, Brock's offerings in Education are becoming well known and highly regarded.

Though Brock has a few academic programs which can be classified as highly selective (co-op accounting, for example, requires grade 13 marks in the 80% range), most of its programs are available to all high school graduates with marks in the low 60's. This policy of accessibility benefits students who currently have modest marks, but also possess the potential for great achievement in university.

Be that as it may, great prestige is attached to the number of Ontario Scholars (grade 13 grads with 80% overall and higher) which a university counts in its freshman class. By this measure, Brock fairs very poorly. In 1982, 11.5% of the university's entering class were Ontario Scholars, compared to 61.3% for Queen's (highest in the province), 33.4% for Wilfrid Laurier, 28.9% for McMaster, 54.9% for

Waterloo, and 36.6% for Western. The provincial average was 32.6%; Brock's Ontario Scholar rate was second lowest of all provincial universities. The University of Toronto garnered over one quarter of all Ontario Scholars in 1982, while Brock had less than one percent of the total (again, second lowest in Ontario).⁶

Innovation in academic program design and delivery can go a long way towards enhancing a university's academic reputation and bank balance. When the University of Waterloo opened its doors in 1957, it offered Canada's first co-operative program, an engineering course wherein four-month terms of classroom study were alternated with four-month stints in the field. Today, that approach is offered at Waterloo in nearly every discipline: in the same way they assist engineers, co-op program placement officers help English literature students secure work terms in jobs related to their major, such as in newspaper offices and government bureaus.⁷ Waterloo has 36 professional full-time co-ordinators who act as a link between the university and the 1,700 employers across Canada and throughout the world who provide the work-terms. Almost half of all full-time students of the university are enrolled in the co-op route; so attractive are the benefits of co-operative study that in less than thirty years, Waterloo has grown to be the third biggest university in the province.⁸ Applications at Waterloo have increased dramatically because of co-op programs, and the same trend is evident at its down-the-street rival, Wilfrid Laurier, where numerous co-operative programs have also been introduced in recent years.

The co-op system has many advantages. Students experience practical application of the theory they receive in class, and they mature

quickly with their experiences in the workplace. They learn what sort of job they want, and what sort they don't want. They get a foot in the door of the workplace, which is important for making future job connections. As well, the employers profit from the fresh ideas and enthusiasm of the co-op students, and get a feel for which students will be compatible with them after graduation.

Waterloo has also pioneered the field of correspondence study, along with the University of Guelph and a number of other Ontario universities. In Canada, the university perhaps best associated with this type of delivery, using cable television, video and audio tapes, and study materials sent via mail, is Athabaska University in Alberta, which operates entirely on this basis serving over 10,000 students. To institutions like Waterloo, correspondence courses add a great deal of revenue to the university coffers, as well as enhance the school's image in outlying regions throughout the province.

The universities blessed with strong research enterprises reap both academic and financial benefits. At Waterloo, for example, the computer software and languages developed there generate two million dollars alone each year in royalties⁹, while Western's medical school receives research grants of 30 million each year.¹⁰ Smaller schools like Brock, which undertake funded research in but a few areas such as the pure sciences, are at a marked disadvantage.

The plight of all Ontario universities regarding the lack of government funding is well known. Universities have been required to do more with less money, a situation which has produced many unfortunate consequences. A tour of provincial universities by a group of senior university administrators in the spring of 1986 found that:

- at the University of Waterloo, renowned for its mathematics program, faculty members have time to mark only two questions in ten in undergraduate assignments
- at McMaster University in Hamilton, five graduate students in the sciences must share a single laboratory bench
- at the University of Guelph, environmental scientists conduct research in a converted barn that they must share with diseased sheep, while laboratory supplies are stored in century-old stables
- at Brock University, precious land is being sold to pay for essential science laboratory equipment¹¹

Because little money from the government appears to be forthcoming, many universities are increasing their own fund-raising efforts in a move to pay the bills. They are engaging more directly with the business community and are scouting their campuses for skills, inventions, and even buildings which they can rent to the outside community in an effort to raise funds.¹²

Some endeavours have met with great success. Queen's University, with a history of loyal alumni, recently raised five million dollars in pledges from this group over the course of an 18-month campaign¹³; last year at the U of T, 21,000 alumni contributed almost three million, with the average gift being \$109. To temper this optimism, it should be mentioned that the U of T has almost 200,000 living alumni around the world who did not contribute.¹⁴

When it comes to creative and aggressive fundraising, nobody beats the Americans. Colgate University in Hamilton, New York recently raised 177.5 million during its eight-day telephone campaign,

while Carnegie-Melon exceeded by three million dollars its goal of 100 million. Cornell University, an Ivy Leaguer, met its five- year goal of 230 million ten months ahead of schedule.¹⁵ To be sure, there are differences of culture, attitude, and tradition between Canadian and American universities and their graduates. Perhaps, because many Americans have attended private universities which receive little government funding, they recognize the urgency of alumni giving and are more eager to support their alma maters. In these tough financial times of chronic underfunding, it is imperative that Canadians who have benefited and prospered from this country's government-subsidized universities rise to the occasion with renewed generosity.

Brock has increased its own fund-raising efforts over the past few years, with a full-time director of development appointed to spearhead the drive. Over three million dollars was raised towards the debt on Brock's new science complex (though this amount fell considerably short of the 4.5 million dollar target figure, in large part because of competition from several other large-scale fund raising efforts undertaken by hospitals in the Niagara region during the same period). Alumni giving has also increased dramatically at Brock, due to a growing body of prospective graduate-donors and aggressive efforts on the part of the university to ask for money from the alumni. One hundred thousand dollars was pledged by the alumni over the past five years to pay for a solar greenhouse adjacent to the science complex; this is by far the greatest financial response on the part of Brock grads to the needs of their university in the institution's history.

Currently, the Brock Alumni Association is soliciting its members for money which will be directed towards entrance and in-

course scholarships, an area that is truly in need of help. A 1986 report by the Council of Ontario Universities (COU) indicated that Brock awarded entering students a total of 82 scholarships (total value \$43,500) and 74 students in-course scholarships (total value \$30,450). This record gives Brock the dubious distinction of holding the lowest spot on the scholarship scale of all Ontario institutions. Even Trent, the smallest province school with about 3300 full-time students, directed more money to scholarships: \$75,950 total for entrance scholarships and \$99,600 for in-course scholarships.¹⁶

The community response to Brock's fund-raising efforts is indicative of the recognized economic importance of the university to the Niagara region. Brock is one of the area's largest employers; from its 33 million dollar annual budget, 70 percent is allocated to paying the salaries of its employees. This amounts to approximately \$22 million a year. The money brought in by students who attend the university, along with the university's purchasing program, brings Brock's total contribution to 80 million dollars a year in direct benefits to the community.¹⁷

The lack of government funding in Ontario is especially acute for some of the newer universities which experienced great growth in the last 10 years; Brock and York are notable. The reason is that in the early 1980's, the provincial government changed the funding formula by which monies were made available to the universities. Previously, funding was on a per-student basis: the more students an institution enrolled, the more funding it received (though some programs, such as graduate and professional studies, received a higher rate of funding). Currently, however, the government funding formula penalizes

universities whose expansion came during the late 1970's - early 1980's period. Harry Arthurs, president of York University, remarked that it is as if his institution is getting Canadian funds while others are being funded in American dollars.¹⁸

Brock was hit hard by the change in funding policy, racking up a deficit of \$800,000 in its big boom years of 1981 and 1982. However, this debt was eliminated by 1985 through careful (and parsimonious) management, along with a bit of creativity and innovation.

For example, a three million dollar computer was bought on a lease-purchase arrangement, and is being paid for out of current funds. The \$500,000 for the GEAC computerized library system is being financed by the many photocopy machines in the facility, where Brock students make a million copies a year at a dime each. Brock was the first university in Canada to purchase its own phone system; the loan payments at the bank are a third of the \$150,000 a year that Brock used to pay "Ma Bell". Still another example involves the residence accommodation at the university. When Brock's needs in this area increased due to more students enrolled from out of town during the past few years, rather than spend millions of dollars on new on-campus facilities, Brock rented and renovated existing buildings (a former nursing school residence, an old hospital residence, and a downtown motel) in St. Catharines. Even after paying for a shuttle-bus service for students in these off-campus residences, the profit to the university is over \$100,000 a year.¹⁹

Universities are currently under great scrutiny from the business world, which view the schools, though admittedly underfunded, as ivory towers guilty of waste, complacency, and duplication. These charges

are brought into focus in the book The Great Brain Robbery, in which harsher methods of faculty evaluation, revision of university government, and curricula overhauls are advocated for Canadian universities. Faculty tenure is attacked in the book not because it provides a degree of academic freedom, but because it protects from layoffs professors in disciplines which are threatened by declines in course enrolment.²⁰ Many university administrators relish the idea of cutting adrift dozens of faculty in humanities programs, so as to replace them with new professors in such high-demand areas as computer science and business. Naturally, the faculty associations at the universities fight such ideas tooth and nail.

When it comes to the smooth and effective operation of a university, well-known marketing man for higher education, Philip Kotler, believes that faculty members act like independent contractors rather than corporate players; they believe they should run their own courses and the institution as well. This makes them hard to manage, let alone lead.²¹

Kotler advocates that the way to improve and develop the university's product (academics of high quality) is to involve key faculty members in the institution's strategic planning. They need to understand the marketplace and take responsibility for the school's advancement. Faculty members who are put on committees get involved and often excited about the problems and opportunities, and they consequently start giving the good college try on behalf of the institution.²²

Currently, three quarters of all Canadian university professors are in the 35 to 54 age group. Most were hired during the period of

rampant university growth in the 1960's and progressed nimbly up through the academic ranks. Between the 1960's and 1980's, university professors swelled in number nationally from 10,000 to 33,000.²³

Three problems arise from this situation: higher costs (76% of university teachers are at a rank of full or associate professor and draw an average salary of \$53,000 a year), intellectual stagnation (due to fewer young professors to provide the mix of attitudes and ideas which should be the sine qua non of the university experience), and the potential loss of an academic generation (with few positions available to Canadian scholars, the majority may abandon the pursuit of an academic career). The possibility exists, at the turn of the century in Canada, for a return to the situation which was present during the mid 1960's: a period of swollen university enrollments, but a drastic shortage of university teachers.²⁴

Though some short-sighted universities are making no provision for such a scenario in the future, others are taking steps now, including early retirement schemes for older faculty, reduced workload options with pension benefits retained (permitting the hiring of new, young faculty members), and active identification and recruitment of top-notch faculty candidates while they are still in graduate school.²⁴

Leadership: Abilities and Priorities

Higher education is entering an era in which strategic management and visionary leadership skills are crucial. Obviously, leadership begins at the top, with the president of the institution. John Millett, a distinguished and experienced analyst of academic management, makes no bones about it:

The planning effectiveness of a campus depends on the planning effectiveness of its presidential leadership. There is no escape from this situation.¹

James L. Fisher, the former president of Towson State University in Baltimore and currently the president of the prestigious educational association known as CASE (Council for the Advancement and Support of Education) also supports the view of leadership as being of paramount importance:

Without towering presidents, men and women of ability and courage, the problems of the immediate future will become more serious. Many agree that the very nature, and perhaps even the very existence, of some worthy institutions are at stake. Dramatic reductions in support, stifling constraints on both public and independent colleges and universities by state agencies, federal controls, more powerful faculty and student groups, and anxious boards of trustees promise a future that will be anything but easy. Strong presidents will be indispensable in the coming decades, and they will be called on both to defend their institutions and to inspire their people.²

Historically, there has been an evolution of American presidential leadership styles. There were the "institution builders" in the 1950's, the "participatory leaders" of the early 1960's, the "political negotiators" of the late 60's, the "rational technocratic managers" in the 1970's, and "tough-minded managers" in the recent budget era. Such labels are simplistic, but reflect institutional needs at different times.³

If a "strategic manager/visionary" leader is the current ideal, it is also one of the most difficult to fulfill. Such a style assumes leadership involving an analytic understanding of the whole institution and its environment combined with skill in strategic management, i.e. identifying strategic issues, coordinating the strategic decision process, and organizing and implementing plans. It also requires an educational statesman who personifies the values of the institution, can state and defend its redefined mission or vision, and has the capacity to institutionalize that commitment despite resource shortages.⁴

Fisher believes that unless the president articulates an institutional mission or vision, he will not be viewed as a true leader. An espoused "mission statement" should be grand and all embracing; included should be lofty humanistic concepts (peace, freedom, progress), the welfare of the community and greater public, as well as the special vision of the institution. A presidential vision is especially important for small, liberal arts colleges and regional public institutions. Fisher states that sublime goals, even though perhaps somewhat vague, promote morale and leadership effectiveness, so long as the goals are legitimate, presented in a sincere fashion, and progress toward their achievement is made. As pollster George Gallup once observed,

People tend to judge a man by his goals, by what he's trying to do,

and not necessarily by what he has accomplished or how well he succeeds.⁵

John Panabaker, chairman of the board of Mutual Life Assurance Company of Canada and a man who has been actively involved with universities over the years, agrees with Dr. Fisher in that it is the task of the university's chief executive to develop and communicate a vision of what the institution is trying to be and do. Acknowledging that the autonomy, academic freedom and organizational structure of universities set them apart from the corporate world, he believes that elements of the corporate planning experience have relevance for the academic world. Panabaker notes that the planning process must inspire the confidence of the university community; further, that even more than corporate executives, university presidents live by the alcoholic's prayer - "to change what can be changed, to accept what cannot, and to distinguish between the two".⁶ The question must be squarely faced: given the environment, what would we like to be and to do? The answer to that question implies not just acceptance of the environment, but a dynamic response to it.

Fisher's concept of a mission statement is one which is relatively brief, inspiring, often philosophical, and the product of the president's mind alone. Howard Clark, president-elect of Dalhousie University, advocates a modified view. He believes that faculty and staff, along with senior administrators should be allowed input, and that the statement should describe what makes that particular university different from others, state its long-term goals, and conclude with recommendations. Recently, before vacating his vice-president (academic) position at the

University of Guelph, Dr. Clark played a major role in reshaping that institutions mission statement, which included a five-year plan for each academic division and major administrative support unit containing the specific goals of each department with particular emphasis on staffing and resources.⁷

Keller stresses that although the university's board of trustees are empowered to make financial decisions, the main decisions of strategic planning must be shaped by the line officers: the deans, vice presidents, and department chairs. He advocates a "Joint Big Decisions Committee" which has been implemented by dozens of American institutions. This innovation draws on the talents and knowledge of faculty, staff, and even students in the establishment of strategies and institutional priorities. Further, Keller recommends the contributions of skilled and experienced consultants to the process of strategic planning, since they inject fresh perspectives and expertise, and stimulate new courses of action.⁸

At Brock University, leadership at the top comes in the person of Dr. Alan Earp, who happens to be the longest-serving university president in the country. Highly regarded in university circles, Dr. Earp has been instrumental in the university's prosperity of the past decade, with examples being his support for more aggressive marketing of the institution in Ontario schools, and his direction in making Brock's scientific, athletic, cultural, and literary resources more accessible to the citizens of the Niagara Region. He has gained national attention over the past year as the articulate chairman of the Council of Ontario Universities, spearheading the crusade throughout the province to

inform the public of the grave underfunding situation which places all universities in jeopardy.

Environmental Trends: Threats and Opportunities

Universities in the 1980's must engage in increased analysis of their environment in an effort to make forecasts about upcoming trends and issues. George Keller has identified five different types of forecasting: **technological, economic, demographic, politico-legal, and sociocultural.**¹

Technological forecasting involves speculation on the telecommunications, computer electronics, and "high-tech" advances in the future. Computers are increasingly being incorporated into higher education; indeed, they are now as vital as chalkboards, test tubes, and scholarly periodicals. Our economy is increasingly information based, in which nearly half of the workforce is engaged in processing information of some kind. Universities must keep pace with computer equipment, instruction, and research if they are to move into the future with confidence. Just to what degree computers are to be inserted into campus life (and how they are to be paid for) is a central intellectual and financial matter for university planners.²

Some American universities already demand that their freshmen purchase a micro computer for use in their studies; many are introducing computer literacy and competency tests as conditions of graduation. Students are being informed that keyboarding (formerly known as typing) will be an essential skill in the future for many professionals, including corporate executives who will sit at a high-tech "work station", receive and send electronic mail, and pass on only routine work to a secretary.

Modern telecommunications will likely protract the scope of distance education via cable television and satellites, and consequently people in remote areas will have increased access to higher education. Innovations in electronics will also provide universities with new ways of communicating with prospective students. Who knows - it may be standard in ten years for university recruiters to stage elaborate promotional presentations on campus, with interested high school seniors assembled in a seminar room at their school, watching the session on a projection screen via a live feed from the university. Of course, audio and video taped recruitment media, available on a loan basis to high schools, are already in wide use by most universities.

A rapidly developing technological trend is the development of strong links between universities and industry, due to new economic realities. While joint industry - university research has a long history in Canada (McGill in particular was active early on) most of Canada's universities were born and continued to function with the sense that they were above the push and shove of the marketplace.³ Today, to enable students and faculty to have access to the latest electronic equipment and computer systems in a time of growing financial hardship, universities have launched new efforts. One is the expansion of co-operative education agreements with business and industry (which also helps students pay their escalating college bills). Another is the increase in instruction in engineering and science courses away from the campus, in the industrial and government laboratories and plants where the fine equipment is. A third is a series of contracts with corporations, which are increasingly ready to provide electronic

equipment and research dollars in return for first options on the use of the research findings.⁴

The provision of highly qualified personnel is the university's most obvious role in a technological society. It is clear that the good jobs of the future will require more scientific knowledge and higher technical skills, and that economic growth based on technological advances depends on having adequate numbers of workers with the right skills ready at the right time.⁵

Economic forecasting involves the ramifications of inflation, government funding, labour markets, and the like.

In recent years, the generally poor economic climate has contributed to a decline in the demand for university graduates.⁶ However, it must be remembered that university grads still enjoy a level of employment which by far exceeds that of lesser-educated individuals in society. In July of 1985, for example, when the unadjusted unemployment rate in Canada was 9.7% for all workers, the rate for those with university degrees was only 5.2%.⁷ In fact, the poor economy has no doubt been a factor in the record number of applicants to Ontario universities; many unemployed people prefer higher education to adding their names to the welfare rolls.

Predictions abound that unskilled and semi-skilled jobs in many industries will be permanently lost to new technology, and that there will be increased demand for individuals with advanced education since these people are perceived as being better prepared to function in a rapidly changing job market. While flexibility and the capacity to re-train may be more useful than narrow occupational training, in the

short term it is likely that demand in universities will be strongest for job-related education.⁸

Because of the pledge on the part of the government to cut its economic deficits, the universities of Ontario can expect, at most, only modest increases in funding which (as previously described) will not change the dire financial straits in which the universities now exist. Institutional acumen will be put to the test in the search for funds to allow the continued operation of research and teaching which are the very essence of the universities.

Demographic forecasting focuses on immigration and migration patterns, population and participation rates, and trends in such areas as adult education which impact on the universities.

Graduate and undergraduate university enrolments in Ontario increased almost sixfold between 1962 and 1982 (including both part-time and full-time students). In 1985, full-time undergraduate enrolment exceeded 165,000, accounting for some 42% of the total enrolment in Canada.⁹ Ontario also has the highest proportion of its population in universities; in 1982-83, 15.5% of the 18-24 age group were undertaking university studies.¹⁰ Today, applications to Ontario universities are at an all-time high.

Will this trend continue? The 1983 Committee on Enrolment Statistics and Projections (a subcommittee of the Council of Ontario Universities) predicted that under the base scenario, enrolment would peak in 1984-85 and then decline relatively smoothly by 10% from current levels to a trough in the year 2000.¹¹ Currently, university enrolments have not experienced the aforementioned decline. In fact, with recent changes at the high school level which will allow students to "fast track"

and complete their diploma in four years instead of five, some people are predicting first-year applications to universities to swell by 30% over the next three years.¹²

Women are slowly making inroads into male-dominated fields such as business, engineering, medicine, and law. From 1972 to 1982, the proportion of women in business rose from 16% to 40%, and in law from 18% to 42%, according to Statistics Canada.¹³ Women are well represented in part-time studies in Canada. In 1982, they composed 61% of the total enrolment for this source¹⁴; today, women in Ontario make up 52% of the full-time student body.¹⁵

The trend towards part-time study must be addressed by universities; within the past decade, undergraduate enrolments on this basis increased by 57% in Ontario. A survey of 4,000 part-time students, proportionally representing program enrolment in universities across the province, found that the average part-time student was one with a long-time commitment and dedication to education. 45% of the survey respondents already had an undergraduate degree or at least some university education, and a quarter were employed as teachers.¹⁶ Because of the special needs and problems of part-time study (including access to programs, time scheduling, course rotation, and hours of operation of university facilities and services) universities must look to new ways of accommodating this growing trend. George Keller expects that more than half of all American students (including some of the most gifted) will be attending university part-time by the year 1990.¹⁷

Politico-legal forecasting touches on the degree to which government will study and support the enterprises of higher education. Since the 1960's the high rate of inflation and unemployment has

resulted in proportionally lower provincial government support of universities. In fact, while in 1972-73 the Ontario government spent 6.6% of its budget on universities, in 1982-83 that expenditure decreased by 23% to 5.1%. During the same period, funding per student decreased 28%, from \$2735 to only \$1960. In terms of overall expenditure per student, Ontario ranks last among the ten provinces in Canada.¹⁸

Though parsimonious in its funding of the province's universities over the years, the Ontario government has shown its willingness to study the many facets of post-secondary education. The Spinks Commission of the mid-1960's advocated the creation of a University of Ontario to remove the "wasteful duplication and ruinous competition" in the system¹⁹; the 1972 Commission on Post-secondary Education in Ontario (also known as the Wright Commission) propounded on the need for universal accessibility; the 1981 Committee on the future Role of Universities in Ontario (the Fischer Commission) advocated one world-class comprehensive university for Ontario, with several other full-service institutions and four or five special-purpose schools.²⁰

In 1984, the Commission of the Future Development of the Universities of Ontario (known as the Bovey Commission) was charged with examining the changing conditions pertaining to enrolment, admission requirements, and the debate on university specialization. The commission concluded that the overall quality of the Ontario system was in jeopardy, and that efforts to strengthen the province's institutions had to be given the highest priority. Higher tuition fees, enrolment cuts, faculty hiring incentives, and more money for research, libraries and equipment were recommended.²¹

Due to budgetary priorities and politics, few of the recommendations of any of these commissions were acted upon by the government.

The latest development from the new provincial government was pronounced during the recent Throne Speech, in which the government's intention to "encourage the development of centres of excellence in Ontario's post-secondary institutions"²² was stated. This move is seen as an important element in the government's overall strategy for the economic and social development of this province.

The current provincial government appears to be more committed than its predecessor to addressing the needs of Ontario's universities, with the recent creation of funds for "excellence", faculty-renewal, and physical-plant renovations being testament. However, Ontario universities must accept the fact that the volume of dollars needed to restore the system to the level of vitality it has enjoyed in past years will not be forthcoming from the government, and that continuing retrenchment will be necessary in the future.

Socio-cultural forecasting concentrates on such areas as shifting public values and lifestyles which have significance for higher education.

The eminent Canadian scholar Northrop Frye is a staunch advocate of the liberal arts, and decries the movement within society away from the values of this broad-based educational approach:

A university is a powerhouse of intellect and imagination and of civilization. It should not be a professional training ground or a centre of technology - this will distort its whole purpose.²³

A very practical question is whether universities should passively adapt to the trends in student interests and values, or should recognize the inherent dangers in such trends and revise their curricula accordingly. Should faculty and administration simply phase out programs in the humanities, social sciences, and sciences (which have all been experiencing declines in interest by students) and expand programs in business and technology, which have had the greatest growth over the past five years? Perhaps one course of action is to rethink traditional curricula in more creative ways:

Is it time for our colleges to begin to require courses that deal directly with such issues as the purposes of a liberal education, the relationship between education and work, the relationship between education and the quality of life, the effect of technology on lifestyles, and the relative merits of material versus spiritual values?²⁴

In 1978, a Statistics Canada report predicted that links between liberal arts studies and career success would weaken. The view was that taking courses in English and philosophy might make a student a more thoughtful person, but it would not guarantee him a job in a society increasingly dominated by technology and business. However, the University and College Placement Association is finding that in 1986, employers are seeking liberal arts graduates because they are more flexible and more capable of assuming management positions than graduates from specific areas of study.²⁵

In a survey of about 1,000 businesses across Canada, the placement association discovered that only engineers and business graduates with bachelors degrees were more highly sought this year. The reawakening of interest in liberal arts graduates is a direct result of layoffs and hiring cutbacks in the early 1980's, when employers were

forced to look closely at their staffs and to stretch the resources among them. Employers found that graduates from arts and social science studies appear to have a broader base of knowledge that made them easy to train and better equipped to transfer their skills within the business. As well, a liberal arts education tends to bring about stronger communication skills through its emphasis on written and oral presentations. As a result, the graduates' "social perspective" makes them better able to deal with clients and colleagues.²⁶

The intrinsic value of the liberal arts was most eloquently propounded by the Dean of Humanities at Brock University, Maurice Yacowar, during a recent convocation ceremony. Dr. Yacowar made reference to David Peterson, the Premier of Ontario, who had explained his government's emphasis on education which prepares young people for business, industry, and technology:

He admitted that the Humanities play an important role in developing "a more critical, more gentle, more civilized society", but added "this is a tough, cold world". Premier Peterson's words carry their own rebuttal. It is because this is a tough, cold world that we need education in the Humanities. The tougher and colder the world gets, the more we need that "more critical, more gentle, more civilized society". For a tough, cold world the Humanities are not a luxury but the quintessential necessity.²⁷

Market Preferences, Perceptions, and Directions

Universities in the 1980's have entered a new period of student consumerism. To be competitive, they must engage in increased market research to evaluate the quality and perceptions of the messages they are sending to prospective applicants and the larger communities. Universities need to know the answers to vital questions: How are they viewed by their incoming freshmen? What are the educational and social priorities of these students? What is the demographic make-up of their student population? What and who are influences or factors in the decision to attend? Put bluntly, they need to know what students (and their parents) want and expect from a university today.

After interviewing 40,000 high school students in the U.S., their parents, teachers, and counsellors over the past five years, marketing associate Jan Krukowski believes he can sum up what people want in one word: status. Students are eager to attend a university with the reputation or programs they believe will lead to high-paying jobs and top professional schools. Today, students want practical, material benefits from post-secondary studies; this focus is unmistakably evident in students' choices of colleges and in their expressed interest in academic fields.¹

Krukowski believes that a school's perceived prestige, not its academic quality is what attracts applicants. In a recent study, high school seniors and their parents in California were asked to compare the University of California at Berkeley with Yale. These groups judged the two schools to be equal by all academic standards. Similarly, students and parents in the Midwest found the University of Chicago

and Yale to be on a par with each other academically. Nevertheless, in neither region was there any hesitancy in selecting Yale as the far more prestigious institution and as the one students and parents vastly preferred if given the choice.²

A surprising number of students in Krukowski's study (37%) admitted that they think where a student goes to college is a more important determinant of success in life than what the student actually accomplishes in college; among the students surveyed with high SAT scores, this figure increased to 45%.

This observation is echoed, with some sadness, by Peter H. Wells, the dean of students at a prestigious American private high school. He maintains that the primary parental priority appears to be that their children go to "good" schools, the assumption being that this route invariably leads to a "good" job and the "good" life. Wells feels that in terms of college selection, the name or reputation of a particular school should be one of the last items to consider:

More important is the institution's commitment to post-adolescents as real, not surrogate people. Better to investigate whether the institution will fit program to personality; whether the student will learn and will know his teachers in a way that inspires him to learn more. These, however, all too often figure as irrelevant questions when defining a good college. How frustrating it is to see a student with distinct personality needs or a clearly defined career preference applying to a college that cannot possibly serve him because his parents will not permit him to apply to a less prestigious university that could.³

Wells notes that parents often speak about "good" colleges as if there were fifteen of this type, hundreds of bad ones, and another two thousand that do not exist. The problem of assessing quality is brought

to light:

Given that it is virtually impossible to evaluate the quality of the undergraduate experience anywhere, in this area of the country the major criteria for goodness seem to be that it be Big Ivy, Little Ivy, the Seven Sisters - other regions have their own prestige schools. Why the mystique hangs on tenaciously baffles me, particularly since at least some of the Ivy League schools provide such a thoroughly average undergraduate experience. As Daniel Moynihan put it: "What is transmitted differently at, say Harvard, is not learning but influence". Nevertheless, the critical determinant of college choice in many families hinges on whether parent or child has heard of the institution. Numerous times my colleagues and I have suggested a distinguished undergraduate institution, perhaps a small college dedicated to teaching, and have been rebuffed with a "but I never heard of that; what about the Ivies?".⁴

Alexander Astin, a highly-regarded researcher in the field of higher education, believes that a kind of folklore exists about universities which are perceived by the public as being the "best" schools. The widespread acceptance of this folklore is manifested in several respects. First, the top high school grads, who are accepted by all universities, typically opt for one that is selective and prestigious. Bright students, in other words, are heavily concentrated in a limited number of the most prestigious colleges. Graduate schools manifest their belief in the folklore by giving admissions preference to graduates of elite institutions. Many employers, at the same time, manifest their acceptance of the folklore by limiting their recruitment efforts to only the elite institutions.⁵

The folklore about institutional excellence has led many students and educators to assume that there are educational benefits associated with institutional prestige; it is widely assumed that students in highly selective colleges will learn more and develop better intellectually than

students in other institutions. However, longitudinal studies of student development have failed to support this folklore. Students enrolled at highly-selective universities do not appear to learn more or develop their competencies more fully than do students entering less selective and less prestigious schools. ⁶

Astin does concede that the selectivity of the institution significantly affects the student's attitudes and personality. Selective institutions seem to foster greater political liberalism and to weaken student's conventional religious beliefs more than less selective ones. In the same vein, selective institutions also seem to foster a greater degree of hedonism (drugs, alcohol, sexual activity, etc.) among students than less selective ones.⁷

The "image" of a university plays an important part in the enrolment patterns that occur. The authors of an eight-college study undertaken at the University of California at Berkeley found that those universities with modest-to-weak images tended to attract students:

- a) whose educational goals tended to be "vocational training" rather than "general education".
- b) who tended not to plan for graduate school or professional work after their undergraduate work.
- c) who tended to emphasize the extrinsic rewards of an anticipated career somewhat more than those students at strong-image institutions. However, these students were also more "people-oriented" in their outlook toward careers.
- d) whose most important reasons for attending a university appeared to be pragmatic (convenience of location near home, low cost, chance to work part-time), while those for attending

an institution with a strong-image appeared to have been academic.⁸

In an unsure economy, "hot" colleges and universities are considered a good investment; just what everyone means by a "hot" college is unclear. Brown, the University of Virginia, and Stanford -- three schools frequently scoring high with American students and with insiders' guidebooks -- combine a top academic reputation with a "special" campus atmosphere. At Stanford in California, it is the weather; at Virginia, it is the tradition and architecture of Thomas Jefferson; at Brown, it is the revamped and flexible "new curriculum". The atmosphere at the United States Military Academy at West Point is anything but relaxed, yet the institution is thriving because of a renewed patriotism, conservatism -- and the education is free.⁹

Krukowski states that prevailing attitudes in the United States about the size and location of a college confirm that the institutions' connections to the outside world are considered more important than the character of on-campus experiences. Smallness in an institution is associated by students as meaning few large classes, individualized attention, favorable student-faculty ratios -- all positive factors fostering quality teaching and scholarship. However, smallness is not always an advantage in today's teaching market -- in fact, it can be a serious liability.

An understandable negative association is that size of institution does have a relationship to the depth of academic departments and quality of facilities. More damaging, though, are student perceptions that a small institution is less known, less important, and less in touch

with the real world, and therefore less able to ensure access for its graduates to desirable job interviews and prestigious graduate and professional schools. Small colleges are deemed suitable for weaker students who are unsure of their direction and need guidance and attention, but not for students on the fast track to success. In the U. S., only a handful of elite small institutions, such as Amherst and Hobart, are considered as exceptions to this rule.

Similarly, rural location is a handicap for a university in recruiting students, and this is not simply the result of fears that the social and cultural life would be unstimulating. Rather, the concern is that the rural college is "out of it", not engaged in the real world. By far, the most favored location for a college is close to a major metropolitan hub of business and professional activity. The important consideration is the perception that a particular institution is closely connected to centres of power; this explains, in part, why today many top-flight rural colleges in the U.S. are experiencing waning applications, while Georgetown University (in Washington, D.C.) is booming with interest.¹⁰

It is a widely held view that academically strong students look at the academic quality and reputation of a university as top priorities, with such concerns as the social life available on campus viewed as of lesser importance. A 1982 study of gifted high school seniors in Tuscon, Arizona bore this out, and suggested that universities interested in attracting such students should develop recruitment materials and style presentations to emphasize the components of academic attributes that are important to these students: quality of instruction, quality of

professor-student interaction, and opportunities for independence in educational programs.¹¹

Those students looking at undergraduate programs as preparation for graduate and professional schools tend to select for undergraduate study universities that also offer graduate programs in which they are interested. Therefore, the status of undergraduate universities (and enrollment in them) is increasingly determined by their graduate and professional schools.¹² This tends to give the advantage to larger institutions which offer a wider variety of professional faculties than predominantly liberal arts colleges.

A national survey of 192,000 students who entered college in 1985 was conducted by the Cooperative Institutional Research Program of the University of California at Los Angeles in conjunction with the American Council on Education. Alexander W. Astin, the director of the study, reported the following information:

- freshmen showed steadily declining interest in studying the traditional liberal arts, especially science.
- the proportion of freshmen planning to major in computer science dropped by 50 percent in two years. This is remarkable when one considers that computer use and instruction in secondary schools has continued to grow rapidly during the same period.
- the proportion of students planning careers in business (the most popular choice) rose to 23.9 percent, the highest figure in the study's history.
- for the third straight year, there was an increase (to 6.2 percent of the survey respondent total) of students interested in teaching

careers. This increase is probably due to recent reform efforts in education which have received widespread publicity. However, this proportion is still well below the level of the late 1960's when more than 20% of those surveyed wanted to be school teachers.

- over half of the survey respondents considered themselves "middle of the road" politically, while about 20% responded for each of "conservative" and "liberal".
- almost one in four students considered themselves to be a "born-again Christian".
- 39% of the fathers and 28% of the mothers of respondents had earned a college degree.
- 72% of the students were attending the college of their 1st choice.
- the top two reasons noted as very important in selecting college attended were "good academic reputation" (55%) and "graduates of this college get good jobs" (45%).¹³

A similar study conducted by the Carnegie Foundation in 1984, drawn from 5,000 undergraduates at a representative sample of 310 colleges and universities, indicated that nearly four-fifths of American students were satisfied with their education. But along with that apparent vote of confidence were frustrations and disappointments:

- almost 37% said they were bored in class
- about 40% said no professors at their institutions took a "special personal interest" in their academic progress
- barely one third of the students said that they knew professors to whom they could turn for personal advise
- about 42% said that most students were treated "like numbers in a book", and fewer than one third said their institutions

provided adequate advice on vocational issues, financial aid, or personal matters. Even on academic matters, only 18% rated their institution's advising programs as highly adequate

- given the choice of taking a job right away and taking the same job after finishing their studies, about 41% of the students said they would drop out at once to take the job.¹⁴

Awareness problems exist for most universities concerning a great number of their programs. Often, they are recognized only for a few specialty areas in which they have achieved acclaim; this is to the disadvantage of other programs at the university which may be qualitatively superb, yet unheralded. The University of Waterloo, for example, is recognized for its achievements in mathematics, computer science, and engineering, yet possesses numerous other Arts programs which are overshadowed by the aforementioned academic stars.

Along these lines, the University of Guelph undertook a communications audit in 1985 to assess the level of awareness of the institution and its programs among high school students, teachers, counsellors, and parents in five urban centres of Ontario. Researchers gathered quantitative data that ranged from subject's ratings of Guelph in terms of academic excellence, to their knowledge of the University's extra-curricular activities.

Strong recognition was indicated of the university's programs in agriculture, biological sciences, and veterinary medicine; awareness of other programs was extremely limited. In terms of overall academic superiority, Guelph was perceived as being average, with Toronto, Western, Queen's, and Waterloo most frequently mentioned by respondents when asked about superior institutions. The university's

premier promotional poster (designed by renowned Canadian artist Heather Cooper) was judged by all as being a beautiful piece of artwork, but lacking association with any of the university's programs other than those already mentioned. The report recommended that Guelph's multi-faceted character and its broad range of programs would be better served by a new promotional poster with a new image. As well, an increase in liaison visits to schools and production of more program-specific information to school guidance offices was urged.¹⁵

A preference for "practical" programs in such areas as business and computer science is responsible for the marked decline in liberal arts enrollments in recent years. Interestingly, though Canadian students share the concern of their American counterparts related to parlaying their degrees into careers, the attitude amongst Ontario students in 1985 seemed to be that short-term job prospects were not paramount considerations. Students, apparently tired of the decade-long rush to job-related programs such as commerce and engineering, returned to traditional subjects like history, the classics, languages, and the arts.¹⁶ The attitude seemed to be a recognition that selection of a broad range of subjects prepares an individual for a variety of occupational fields.

A 1982 Ontario Graduate Survey, sponsored by the Ministry of Education and Ministry of Colleges and Universities, demonstrated the correlation between attainment of a university degree and level of parents' formal education. 32.1 and 41.7 percent of respective undergraduate and graduate/professional degree holders had at least one parent with a university degree; for undergrad and graduate/professional degree holders whose parents had not progressed

beyond the high school diploma level, the rates were only 15.8 and 15.1 percent respectively.¹⁷

A Carleton University study conducted in 1983 attempted to identify characteristics and attitudes of students who had enrolled as freshmen at the university, as well as students who had applied to Carleton but had accepted an offer of admission from a competing Ontario university. All students surveyed were from Eastern Ontario, the traditional recruiting area of the institution.

The results showed that:

- (i) A much higher proportion of the Queen's, Toronto, Waterloo and Western applicants than their fellow applicants to Carleton and the University of Ottawa are from upper-middle class homes and are the children of doctors, lawyers, and engineers who are, of course, very well-educated;
- (ii) A much lower proportion of the applicants attracted to Queen's, Toronto, Western and Waterloo (in the non-professional program areas) than their counterparts applying to Carleton and the University of Ottawa express the view that the primary purpose of university education is the provision of vocational training and the development of skills and techniques directly applicable to a chosen career;
- (iii) A much higher proportion of the applicants attracted to Queen's, Toronto and Western than the applicants to Carleton or the University of Ottawa aspire to, and expect to pursue, graduate level study.
- (iv) The educational orientation of applicants attracted to Carleton and the University of Ottawa tends to be pragmatic rather than scholarly, in contrast with those applying to Queen's, Toronto, Waterloo, and Western;
- (v) A greater proportion of Queen's, Toronto, and Waterloo applicants than other applicants have already chosen a career goal within the academic and professional spheres.¹⁸

The different university images that emerge from this study were as follows:

Queen's - Perceived by its Eastern Ontario and Quebec applicants as a high-profile university with a high degree of academic competitiveness, Queen's is also seen possessing a significant amount of school spirit and an environment in which concern and attention is paid to the individual student. These applicants to Queen's also see the University as having the right amount of emphasis on social life and an appropriate degree of flexibility in the curriculum. However, Queen's applicants also score their university as quite "snobbish", with 60% of these applicants indicating that this description is apt.

The University of Waterloo - Applicants from this recruitment area are the most likely to see their chosen university as being academically competitive and the least likely, overall, to see it as elitist. They do not, however, feel that the University provides an atmosphere in which the student is more than just a number, nor do they view the University as providing enough flexibility in the curriculum or enough emphasis on a social life.

The University of Toronto - Applicants from Eastern Ontario and Quebec view their choice as being academically quite competitive (though, interestingly enough, less so than Waterloo applicants view their choice), and as having just the right amount of flexibility in the curriculum. These applicants do, however, feel that the University is snobbish, not one where the individual student receives attention and concern, and not a university where social life is adequately emphasized.

The University of Western Ontario - Western's applicants from these two areas are somewhat less likely to view their university as academically competitive when compared to the applicants to Waterloo, Queen's and Toronto, but they are inclined to see Western as a place where the individual student receives attention and concern and where school spirit is second only to that of Queen's. These applicants also feel that Western provides just the right amount of flexibility in the curriculum and just the right emphasis on social life.

The University of Ottawa - The anglophone and bilingual applicants to the University of Ottawa from Eastern Ontario and Quebec see their University as having a low profile, for the University of Ottawa scores well below the leaders on most measures.

Carleton University - While seen by its Eastern Ontario and Quebec applicants as a university where the individual student receives attention, Carleton fares the poorest on the measure of academic competitiveness. On all other measures the University has a low profile, scoring well below Queen's, Waterloo and Toronto.

As to the signals about Carleton received by those not selecting the University, the public persona which emerges is one characterized by a lack of academic character and competitiveness, and an appeal based predominantly on atmosphere. This is particularly true in respect to the image perceived, and judged as inadequate, by applicants who both aspire to graduate work and are attracted to high-profile universities.¹⁹

The study revealed that parents were by far the most "significant other" in terms of influence on university matters; 61% of the students indicated parents, while peers and school personnel were well down the list (16% and 10% respectively). As well, 69% of the students gave unqualified or qualified approval to "image" advertising by universities, while only 25% voiced disapproval.

Brock University has conducted a survey of its freshman class each fall for the past several years in an effort to evaluate its recruitment material and programs, as well as gain insight into the type of student attracted to studies at Brock, and why.

Responses have indicated strong approval of Brock's promotional material and liaison program of extensive school visits throughout the province. The image of Brock as a small, friendly community of faculty and students was ranked highly by students as a factor in the decision to attend the school. Respondents tended to view a strong university reputation as a lesser priority than concerned and dedicated faculty, and personal, uncrowded classes.

With overcrowding and student-teacher ratios growing worse at Brock (due to the university's recent rapid growth despite insufficient government funding), president Alan Earp has voiced concern:

That (small classes, personal attention from faculty) is an expectation that is very hard to live up to in the face of growing enrolments and shrinking resources. Nothing could be more disastrous than to have a situation where students come in for that reason and don't have it realized.²⁰

The Competitive Situation: Threats and Opportunities

The mind is the battleground. The marketing war takes place between six inches of grey matter. The battle is tough, with no holds barred and no quarter given.¹

Though this statement, by New York public relations / college marketing men Howard Geltzer and Al Ries may seem an inappropriate one for universities to adopt, it has become an increasingly more prevalent attitude at many institutions, especially private universities in the United States. College presidents and academic deans who once blanched at the term "marketing" and concerned themselves with purely academic and administrative matters are now asking themselves questions about the attraction and saleable nature of their programs, and their efforts to compete for prospective registrants and financial donors. National seminars for university personnel in development, admissions, external relations, and publications positions are increasingly dwelling on the various facets of institutional marketing, and college graduates are finding that, faced with a tightening job market, they too must market themselves.

In short, marketing has come out of the closets and into university boardrooms, faculty clubs, and classrooms.

But what exactly is marketing? A. R. Krachenberg, a business professor, offered a definition in the May 1972 issue of the Journal of Higher Education which focuses on the well-known formula of product, promotion, price, and place:

Marketing deals with the concept of uncovering specific needs, satisfying these by the development of appropriate goods and services, letting people know of their availability, and offering them at appropriate prices, at the right time and place.²

Educational marketing expert Philip Kotler, one of the most respected names in this field, defines the term as "the analysis, planning, and control of programs designed to bring about desired changes with designated segments of the population".³ Kotler views universities and prospective students as two parties voluntarily entering a relationship which hopefully will satisfy their expectations. If universities offer an attractive enough "package" or set of benefits, students will be motivated to transact with them despite many other choices.

For years, colleges and universities prided themselves on being different from other organizations. Their product, higher education, has always been held in great respect and is deemed essential to the further progress of society. Higher education has had an assured market for generations, and as long as colleges were operating in a seller's market, it was unthinkable to view it as a product to be sold.⁴ In a seller's market, suppliers face a high level of demand, they can pick and choose among customers, and they do not need to be overly concerned with such issues as competition and customer satisfaction.

Today, the tables have turned: we are in a buyer's market. Declining numbers of graduating high school seniors, compounded by the problem of escalating institutional costs and limited government funding, have created a bleak scenario which has forced universities to pay attention to marketing and management techniques long used by business and industry.

Kotler believes that the nature of the response to these problems by the universities can be distinguished as one of three types. One group is doing nothing, due to the fact that their particular enrolment has not

slipped, or if it has, the administrators believe the decline to be a temporary phenomenon. Many believe it is "unprofessional" to go out and "sell" their colleges. A second group has responded with a sales orientation which is very aggressive yet unaccompanied by any real improvements in competitive positioning, teaching quality, or student services. Examples:

- the admissions office at North Kentucky State University planned to release helium-filled balloons containing scholarship offers ⁵
- the admissions staff of another college passed out promotional frisbees to high school students vacationing on the beaches of Fort Lauderdale, Florida during the annual Easter break ⁶
- St. Joseph's College in Rensselaer, Indiana planned to introduce tuition rebates for students who recruited new bodies (\$100 "finders fee" per student)⁷
- another college sent unsolicited letters to high school seniors recommended by alumni reading: "Congratulations! You've been accepted".⁸

Such hucksterish promotion has several dangers. The "hard sell" approach tends to produce strong negative reactions among the schools' constituencies, especially the faculty, who regard this approach as offensive. Such promotion may turn off as many prospective students and families as it turns on. As well, the wrong kind of student can be attracted to the college -- students who drop out when they discover that they don't have the qualifications and abilities to do the work, or that the school is not what it advertised to be. Finally, this kind of marketing creates the illusion that the university has undertaken sufficient

response to current realities -- an illusion which slows down the needed work on product improvement, which is the basis of all good marketing.⁹

Kotler advocates the approach taken by a third group, those who have adopted a marketing orientation. He points out that a college's decision to produce better publications, hire additional admissions and recruiting personnel, undertake new advertising ventures, and beef up direct mail to prospective applicants should occur as the last step in the marketing process, after market research and product improvement have been carried out. A sales orientation introduces the aforementioned decision as the first and often only step in the process, a move that might succeed in attracting more students but lacks the infrastructure to deliver on the promised value.¹⁰

Market research is critical to a strategic marketing plan; many administrators have mental images of their institution that would not be borne out by the facts via survey data. How do high school seniors, counsellors, parents, and the general community feel about the school? What do these publics view as the strong and weak points of the university? Do the local citizens want the institution to gain national prominence? If so, are they willing to support the cost of such a venture? Are the school's students and faculty satisfied with its current position in history? What would they like it to be?

Market research can provide the answers to these questions. The potential for cultivation and attraction of supplementary markets (continuing and adult education, re-training programs, foreign and ethnic students) as well as competition from other universities can also be explored using current methods of market research.¹¹ Based on this

research, the university must formulate goals, which need to be communicated throughout the institution. Top level commitment to the implementations of these goals, via examination and selection of various strategies, is crucial.

Kotler believes that an important step for a university which is determined to take on a marketing orientation is to get its administrators, professors, maintenance people, phone operators, and other personnel to think "customer". Students are a college's customers, and the staff must take to heart the task of meeting their needs. This does not mean pandering to students and relaxing educational standards to satisfy the less motivated; the point is that students should not have to deal with poor or indifferent professors, insensitive administrators, long line-ups for registration and dining, and so on. It is up to the university president to impress upon everyone the importance of student-centred thinking and planning, using "internal marketing" to build the proper culture.¹²

George C. Dehne, the president of Admissions Marketing Group Inc. in Boston, recommends three key marketing concepts to universities: name recognition, positioning, and imaging. The old adage "I don't care what you say about me as long as you spell my name right" has great application; institutions should initiate and support activities that help make their name more familiar to the prospective student. Naturally, the hope is that parents and students will view the institution positively, but the truth is that if they have not heard of the place, the school has an enormous problem to overcome.¹³

Positioning involves distinguishing a product clearly from its competitors in order to fix it in the buyer's mind. For example, Avis

Rent-A-Car's sales climbed as soon as it admitted that it was "Number 2" to Hertz; by calling itself the "Uncola", Seven-Up stood out against cola and non cola drinks alike and more than doubled its sales. Thus, the only way to compete with an institution like Harvard is to acknowledge its supremacy and then show how your university relates to it. Unless prospective students can make associations with a few well-known colleges, their minds will be overwhelmed with too many similar choices.¹⁴

Institutional imaging involves explaining or neutralizing the myths surrounding an institution. It could also include determining what image a school wants, and then developing ways to support it. The image a university exudes, as discussed previously, is a very important consideration for both students and parents. Publicity through the news media, and the style and content of university publications, are two useful imaging tools.¹⁵

College recruitment and admissions, particularly at private American institutions, is big business. It is impossible to calculate an exact dollar figure, since such expenses are not centralized in the salaries and other direct costs of the admissions office, but are spread across a variety of cost centres, from the alumni office to the publications budget. But figures confidentially shared among American universities indicate that the current admissions cost range (per matriculated student) is \$250 - \$500 for public universities and \$500 - \$1,000 for private universities. When you consider an institution the size of Boston University - with a freshman class of 3,200 - an estimate would put the recruitment / admissions budget at around a million dollars a year.¹⁶

Boston University's president, John R. Silber, is a grudging convert to academic marketing, who now defends the admissions budget as money well spent:

If you spend \$100,000 on an admissions program, and it brings in an extra 100 students, that brings an income of some \$750,000 to the university that it might not otherwise have had, leaving you with a balance of \$650,000. That wouldn't lead to the disadvantage of any department.¹⁷

Though the trend today is for universities to have their own full-time marketing people on staff, many institutions draw on the talents of professional communications firms. Barton-Gillett of Baltimore, Maryland does almost five million dollars worth of business with colleges each year, while Hill and Knowlton, an American corporate public relations firm, has a College and University Relations unit that brings in about half a million dollars annually. David W. Barton, Jr. (of Barton-Gillett) estimates that universities in the U. S. spend an average of 15 per cent of their operating budgets on student recruitment.¹⁸

The Student Search Service of the College Entrance Examination Board (CEEB) has become an indispensable promotional tool for over 1,000 U. S. colleges each year. Several years ago, the CEEB was selling information about colleges to students. Today, in a buyer's market, it is the other way around. For a \$100 general fee and 14 cents a name, universities can purchase the names of high school seniors broken down into virtually any category they want: female students from New York, interested in science, who score above 600 on their SAT's, for example.¹⁹ The names come from the two million students each year who check a box on their College Board SAT tests indicating that they

would like to receive literature from colleges. In 1978, the CEEB sent out 15 million of these names, and grossed over 2.1 million dollars.

Some colleges use this service simply to heighten public awareness, and thus increase their applicant volume. Although this system is relatively inexpensive, easy, and therefore very popular, its drawback is the same one that confronts purveyors of mail-order steak knives - a low response rate. Only a scanty 10 percent are likely to inquire further about the institutions which have contacted them, and fewer than 10 percent actually apply.²⁰ Schools that do not need to increase their number of applicants often use direct mail to target specific groups whose enrollment they'd like to augment: women, minorities, humanities majors, and the like.

Personal contact between the universities and potential applicants is extremely important. In Ontario, this takes several forms.

The main approach is for representatives of each university's admissions office or recruitment division (known as "Liaison") to schedule fall visits to individual high schools to make promotional presentations; this is done predominantly in the institution's local area. In Brock's case, liaison representatives generally visit most of the schools in the Golden Horseshoe region (Niagara Falls to Oshawa). In the fall of 1985, 128 schools were visited, and over 1700 students attended Brock information sessions.

By comparison, Wilfrid Laurier University in Waterloo (which augments its liaison team with co-op business students on work terms) reported that over a 10-week period last fall, its staff visited over 600 high schools in Ontario on an independent basis and addressed over 8,000 students.²¹ This aggressive approach has given Laurier great visibility

in the schools in recent years, and is in large part responsible for the institution's impressive increase in applications. In 1984, 7702 high school seniors applied to Laurier, as compared to 5468 for Brock. Both universities have a full-time enrolment of about 4300, with a freshman class of approximately 1300 students. Arthur Stephen, director of Institutional Relations at Laurier, commented that Laurier's growing reputation and its perception as a small school of academic excellence are factors in the university's continuing popularity. Another factor has been the enthusiastic acceptance of Laurier's growing number of co-op and internship programs, which have been extremely well-received in the schools.²²

Brock and Laurier are highly regarded in university circles for their contemporary and high quality promotional publications. Additionally, both employ a short but effective orientation film as part of their liaison presentations in the schools. This medium imparts a sense of the attitudes and environment that exist on their respective campuses, rather than dwelling on admissions information. Through lifestyle portrayal, the universities elicit an emotional response from students; the objective is for the students to feel, at the film's conclusion, that these particular institutions offer a multi-faceted and enjoyable social experience, in addition to sound academics.

Supplementary to these visits on an independent basis, the Ontario universities participate in a collective and cooperative venture known as the University Information Program (UIP), which is organized by an executive committee of Liaison personnel under the auspices of the Ontario University Registrar's Association (OURA). Since its inception in 1967, the UIP has moved throughout the province

each fall, allowing students from Windsor to Timmins the opportunity of obtaining important and current information from university officers regarding admission policies, academic program offerings, residence accommodation procedures, and the like. Though in competition with one another, ethical guidelines are strictly adhered to, and a strong camaraderie exists between Liaison personnel from different institutions.

The UIP is a very cost-efficient means of making student contacts throughout the province; since all Ontario universities participate, the programs attract huge numbers of parents, teachers, students, and counsellors (approximately 36,000 annually) and consequently give even smaller schools like Brock access to a large pool of potential applicants. In the fall of 1985, over 2100 people attended Brock UIP presentations.

Attendance at the UIP sessions is a means (albeit unscientific) of gauging interest for respective universities and their programs around the province. Naturally, hometown universities have the lion's share of interest, and this is very evident by the large turnouts for Brock UIP sessions in places like Welland, Niagara Falls, and St. Catharines. Similarly, Carleton sessions are well attended in Ottawa, Queen's draws the majority of interest in Frontenac county, and Lakehead prevails in Thunder Bay. The OURA Standing Committee on Secondary School Liaison has done statistical compilations of attendance at the UIP for many years; according to recorded attendance at the first two sessions (three are usually scheduled during the UIP at each location), Brock's attendance has grown dramatically, from 892 persons in 1980 to 1560 in 1984 (a 75% increase). During the same period, the overall recorded attendance increase for the UIP was 20%.²³ Brock's market

share at UIP programs in 1984 was 2.2%, while the university usually garners about 3% of all university applications.

Brock's growing interest across the province is also indicated by the response of high school guidance counsellors to a 1983-84 UIP task force survey. 93.6% of the counsellors (from across the province) indicated that Brock's participation in the UIP in their (the counsellors') home area was necessary and desirable; lower reports were registered for Windsor, Trent, Ottawa, Carleton, Laurentian, Lakehead, and RMC.²⁴

In keeping with its pledge of being a university where the personal approach reigns supreme, Brock also sends liaison representatives out into the schools during the spring to provide more detailed information to the students who have formally applied to the university via the Ontario Universities Application Centre. A primary purpose of these visits is to encourage the students to spend a day on the Brock campus in the near future, at which time they could chat informally with a professor about their intended program, take a guided tour of the campus, and sit in on classes to get a feel for the type of ambiance that prevails at Brock. In the spring of 1986, 213 schools across the province were visited (or revisited) by the university's team of three liaison representatives, with almost 1600 prospective registrants in attendance.

The extended scope of school visits and an emphasis on personal contact has been working for Brock. During the years 1980 to 1985, the university has made strong improvements in its high school application volume throughout Ontario:

- in Southwestern Ontario (Windsor, Essex, Kent, Oxford,

- Lambton, Elgin, Middlesex, and London boards) applications have gone from 89 to 404, a 454% improvement
- in West central Ontario (Bruce, Grey, Huron, Perth, Waterloo, Wellington, and Dufferin boards) applications have risen from 70 to 316, a 451% increase
 - in the Toronto region (Peel, York, Simcoe, Durham, and metropolitan Toronto) the numbers have gone from 262 to 1407, a 537% gain
 - in the adjacent boards of Hamilton, Wentworth, Halton, and Brant counties, applications have jumped from 230 to 1037 (a 451% increase)
 - in Northern Ontario, applications have gone from 78 in 1980 to 220 in 1985, a 282% rise.²⁵

Numbers in the local area have been strong as well. Currently, Brock registers approximately one of every three students in Lincoln County, and 25% of all the university-bound students in the Niagara South board. Just under 20% of Brock's high school applicants in 1984 were Niagara region residents; approximately 40% of the university's freshman class comes from this area. The Ontario average that year for local zone applicants and registrants from the high schools was 32 and 46 percent respectively.²⁶

In total, high school applications for Brock University from across Ontario have risen from 1581 in 1980 to almost 5400 in 1985, an increase of over 340%. Actual enrolment at Brock has gone from 2253 to 4375, a 194% increase.²⁷ In 1984, one in every four Brock applicants from Ontario high schools listed the university as their first choice; half of Brock's freshman class were "first choice Brock". The provincial

average was 34.9% of all applicants as first choice, with 65% of the freshman class of this type.²⁸

On-campus programs (tours, counselling, etc.) are an important part of Liaison as well. Though many institutions prefer students to come at their own convenience throughout the year, others have gone to great lengths to orchestrate "campus visit days", which are advertised in advance through high school guidance offices. It is not unusual for some universities to attract from 500 to 1000 students to their campuses for a single campus visit day program. Often, institutions have several of these events throughout the year which focus on different faculties and departments. Waterloo usually draws between 2500 and 3500 interested students to its campus each year through campus days; McMaster, 4000 to 5000 students; and Wilfrid Laurier, approximately 2000 people.

The University of Waterloo believes that contacting applicants by phone prior to the mid-June early admission deadline is a successful recruiting practice for them; in the spring of 1985, about 5700 applicants (over 50% of their high school applicants) were communicated with in this fashion.²⁹

Which universities constitute the major competition for Brock University? A 1982 Council of Ontario Universities report on admissions showed that in Brock's local zone, Waterloo and Western are the major rivals, with 20 and 15 percent of the applications respectively.³⁰ However, the year-one student survey which Brock's liaison division conducts each year points to McMaster and Wilfrid Laurier as two other prime contenders for students who have applied to (and subsequently enrolled at) Brock.

Full-time Liaison staff are not the only ones involved in the admissions and recruitment process. Alumni, faculty, and even students are now being used for this purpose by Ontario universities. Of course, these groups have been drawn on for years by American universities to assist in the quest for students. The biggest task in using students, faculty, and alumni is training these people in their role as university booster and recruiter; a great deal of time and money is necessary to do so properly.

In the 1980's, just as universities must work and compete to attract potential students, it has become apparent that a major effort is needed to retain them once they have enrolled. Currently, both York University and the University of Guelph have begun to research the alarmingly high drop-out rates reported at their institutions, which indicate that 22 to 35% of their freshmen students do not complete first year studies. York has discovered that a distressingly large number of its brightest academic students entering year one have "packed it in"; studies in the U. S. have shown that 80% of all dropouts have the marks to keep going.³¹

Sid Gilbert, a sociology professor at York, feels that a lack of a sense of belonging is an important factor in student attrition:

How involved a student feels is a major factor in whether a student will stay or drop out. That's the message from American research, and it makes sense. If we herd hundreds of students into a class, show them a film and deliver a lecture, no wonder they feel like widgets.³²

Research conducted over the years by Alexander Astin in the U. S. supports Gilbert's position. Astin found that students who were involved in campus life (athletics, student government, fraternities, and

sororities, etc.), had part-time jobs on campus, went out of their way to interact with faculty, and lived in a dormitory on campus had a very low drop out rate. As a general operating principle, Astin stresses the need for students to get more involved, to invest more of their time and effort in the total educational process at university. In this regard, he views the act of dropping out of college as the ultimate act of non-involvement.³³

Summary of Chapter Two

This chapter has explored and discussed literature relevant to the long-term viability of universities, using Keller's strategic planning model. The salient points covered by each model element follow.

Traditions, Values, and Aspirations

Though all institutions may seek popularity and acclaim, students appear to have a decided preference for universities which are well-established and long-traditioned. They are also attracted to schools which are deemed prestigious due to selectivity in admissions practices, and a record of achievement in graduate/professional faculties. In the United States, private universities have a connotation of superiority over their publicly-funded counterparts.

It is important for colleges to take stock of their own historical roots and values, since these are powerful intangibles. Sometimes it is necessary to revise institutional values and aspirations, but this process must be handled tactfully. Strategic planning works best when it is roughly consonant with, or in some way an extension of, an institution's traditions and ambitions.

Strengths and Weaknesses: Academic and Financial

Universities must undertake frank self-assessment for strategic planning to be valuable. Just how good is the quality of academic and administrative leadership? What money is available in the way of bursaries and scholarships to assist and attract students? What revenue is being generated through research, and rental of campus facilities? How qualified are the students being admitted annually into

the freshman class? How do our alumni feel about us? Are they contributing to the financial well-being of the university? Which academic programs are thriving? Which ones are dying, and why? These questions must be answered.

For strategic planning to be accepted, it must be forged by a committee involving all key faculty and staff at the university. The problems and opportunities of the current scenario must be made clear to the faculty; they need to understand the marketplace and take responsibility for the institution's advancement. Provisions must also be made to ensure that seasoned teaching and research people are ever-present amongst the faculty ranks. Such an objective suggests the implementation of early-retirement initiatives (to give young faculty a chance to enter the system) and an active process of identification and recruitment of top-notch faculty candidates who are still in graduate school.

Leadership: Abilities and Priorities

It is the responsibility of the university president to articulate the institution's mission or vision, and assume the reigns of active leadership. The college president in the 1980's must be a educational statesman who personifies the values of the institution and has the capacity to institutionalize a commitment to this vision, despite resource shortages. Deans, trustees, department chairs, and senior administrators should assist the president in the creation of a mission statement and strategic plan which describe the values and specific aspirations of the university. Impartial consultants can also make positive contributions to the strategic planning process.

Environmental Trends: Threats and Opportunities

In an effort to gain knowledge of the environment that exists outside of the university, research and forecasting are necessary.

Universities must look at their own state of technological sophistication, and ask whether it is sufficient to meet the needs of administration, faculty, and students in the coming years. Has the institution considered expanding the scope of its off-campus instruction through video-taped cassettes, satellite-aided telecommunications, and other forms of modern "distance education"? Have joint industry - university research projects been actively pursued? Has modern computer technology been introduced into the admissions, records, registration, and recruiting areas? Do students have access to main-frame systems in a fashion which is both practical and convenient? Strategic planning decisions follow.

Current economic realities must be addressed, and predictions made which concern the institution. What kind of government funding can be expected in the short term? Will new initiatives, such as the introduction of distance education and development of university property, markedly improve the institution's cash flow? Will increasing educational costs limit the number of students coming to the university from outside its local recruiting area? If so, will the increased yield from the local area be sufficient to off set this drop? Research and speculation should provide direction.

Demographics indicate that the traditional pool of university students, drawn from the 18-24 age group, is rapidly declining (although the participation rate of high school seniors going on to university has

increased). Institutions must speculate as to their market share of this group in future years, and develop strategies for tapping other pools of potential applicants (such as mature and part-time students). Women are now strongly represented in university study at both the full-time and part-time level. Are adequate steps being taken to attract them, through such means as the introduction of women-centred academic programs? What about minority and ethnic groups? Obviously, demographic trends must be explored.

Politico-legal forecasting requires institutions to examine the degree to which the current provincial and federal governments have established higher education as a priority. In Ontario, the present ruling party appears to be much more supportive of its colleges and universities than were previous administrations. But will it take strong steps to address the financial need of universities, or simply hand off the problem to myriad committees for "further study"? Universities have begun to lobby harder, and make more noise in public concerning their dwindling resources; the idiom of the "squeaky wheel getting the grease" seems to be appropriate.

Universities must be cognizant of socio-cultural changes which can affect their popularity and marketability. Have faculty been hired to meet the current demand for business programs? Have steps been taken to show students the practical and intrinsic value of studies in traditional liberal arts areas? Do students have access to sufficient counselling and job placement? Strategic planning requires that all of these concerns be considered and acted upon.

Market Preferences, Perceptions, and Directions

Strategic planning requires institutional and market research to gauge what students want and expect from universities today, and to uncover the influences and priorities of this group.

Evidence supports the position that an institution's image and perceived prestige, and not its academic quality, is what attracts applicants. Though shocking, many students believe that where they attend university is a more important determinant of future career success than what they actually accomplish in their academic studies. Students with top scholastic standing especially prefer to attend institutions which have strong reputations and name recognition. Students attracted to schools possessing modest-to-weak images tend to have "vocational" educational goals, are more concerned with extrinsic career rewards, view graduate/professional school as a remote possibility, and have mainly pragmatic reasons (rather than academic reasons) for their selection. They do, however, tend to favour careers which are "people-oriented".

Though students concede that smaller institutions can offer quality teaching and scholarship through the forum of small-class instruction, the data shows that most prefer to attend larger schools which offer more diverse programs, graduate/professional faculties, and are better-connected to the "outside world".

American freshman students today show declining interest in liberal arts programs, preferring business-related studies. Most consider themselves "middle-of-the-road" politically, though a recent trend towards conservatism (away from liberalism) has been noted. A growing number of students have devout religious beliefs, and come

from families where one or both parents are college graduates. The same trends are probably true for Canada. In terms of the impact of "significant others" in the decisions related to post-secondary study, parents appear to exert the most influence by a wide margin over other groups (such as teachers and counsellors, friends, and brothers/sisters). Image and lifestyle advertising by universities was given overwhelming approval by students.

The Competitive Situation: Threats and Opportunities

Once considered degrading and repugnant by universities, institutional marketing is alive, active, and necessary on today's campuses. In the buyer's market which prevails in the 1980's, universities must ask themselves about the attraction and saleable nature of their programs, and assess their efforts to compete for prospective registrants.

While some colleges have not yet taken action to deal with their competitors, and others have adopted a hucksterish sales orientation, the approach advocated by the experts in the field is that of a marketing orientation which involves market research, product development, and plan implementation as sequential elements. Universities must also begin to motivate their faculties and staffs to "think consumer" in the same way that competitive business and industry operate.

Name recognition, positioning, and imaging are three marketing concepts which universities must recognize. Many universities are applying these concepts through well-designed and creative publications, wise use of direct mail to target populations, and personal

contact with students through campus days and extensive of recruitment programs in high schools.

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Chapter Three

RESEARCH DESIGN

Sample Selection

In an effort to obtain a cross-section of the freshman class containing representation from all academic programs, two first-year classes at Brock University were selected: Biology 125, a course for non-science majors, and Biology 190, a course for students intending to focus on the pure sciences during their degree studies. Biology 125 is one of the most popular courses at the university, both because of its emphasis on contemporary issues of human concern (health and nutrition, sexuality, heredity, evolution and ecological / environmental conditions), and because it fulfills Brock's "core and context" policy. This regulation requires all students, regardless of major, to take at least one science course as part of their degree program.

All students in the classes completed the questionnaire forms. The first survey question asked the students if they entered Brock less than one year after high school graduation. Only the surveys of those students who answered "yes" to this question were used in the data analysis.

Instrumentation

The four-page, anonymous survey was composed of 29 questions which were fixed-alternative (closed) in nature. A pre-test was conducted with a small number of Brock students prior to the printing of

the surveys in an effort to remove any ambiguities or biases from the question wording.

Questions posed to students were of both an objective and subjective nature:

Objective information sought

- * type and location of graduate's high school
- * "choice" for Brock on Application Centre form
- * number of offers of admission received
- * intended academic major
- * high school academic average
- * sex of respondent
- * level of parents' formal education

Subjective information sought

- * other universities to which respondent applied
- * interest in co-op / internship programs
- * opinion of Brock's admissions requirements for Arts and Science programs
- * influence on desire to attend Brock of: liaison school visits (UIP, fall and spring ISV), academic handbook, promotional film, campus visit, discussion with Brock professor, scholarship offer
- * reaction to "Isaac Brock Wants You" marketing theme
- * overall rating of Brock's promotion media vs. other universities
- * reaction to "image" and "lifestyle" advertising by universities
- * impression of university-hosted "campus information days"
- * influence of parents, brothers / sisters, friends, and high school teachers / counsellors in university decision-making
- * most influential "significant others" re: university decision-

making

- * priority of general university concerns: strong university reputation, excellent research and library facilities, modern and extensive computer facilities, friendly and dedicated professors, small and personal classes, frequent parties and social life, politically-active student body, high-profile and successful varsity sports, good athletics facilities and intramural sports, guaranteed residence accommodation, centralized campus, pleasant geographic location
- * importance of factors in decision to attend Brock: Brock's small size, Brock's location within commuting distance, specific academic program, friends attending Brock, Brock's growing academic reputation, modern campus and facilities, Badger varsity athletics
- * preference of university location: within commuting distance, more than three hours distant, less than three hours distant, location unimportant
- * request for academic calendar well in advance of the June "early admission" date
- * impression of "Sneak Preview" held at Brock in July for registrants and their parents
- * dependency on OSAP grants and loans to continue at university
- * rating of high school guidance counsellors re: assistance in university and career selection
- * religious commitment
- * political views
- * overall comparison of Brock with the other Ontario universities

* comment on the purpose of universities today

For ease of measurement and computation, questions were constructed in one of three fashions:

1. Ordinal, where the data values had some type of ranking such as "very important", "somewhat important", "not important".
2. Nominal, where the data values were simply symbolic or place holders, as in "parents", "brothers and sisters", "friends", "high school teachers and counsellors".
3. Binomial, where the data values were dicotomized or binary such as in "yes", "no".

Procedure

After basic instructions and an explanation of the survey's purpose were provided to the students, the writer directed the students through the survey, question by question, providing elaboration and examples as necessary. Students were specifically instructed not to discuss questions with other people sitting close by; complete anonymity was guaranteed to students, and candid answers were encouraged. The surveys were collected immediately after their completion.

Data Analysis

The 357 surveys of Brock freshmen who had proceeded directly from high school studies were keypunched and entered into the Burroughs 7900 mainframe computer at Brock University using the SPSS (Statistical Program for the Social Sciences) database. The 29-

question survey was further broken down into 59 variables for purposes of sub-group analysis and cross-tabulation.

Five computer runs were initiated. The first, involving all student responses, provided raw frequencies and rounded percentages for each question. The second, third, and fourth runs produced sub-group responses by geographic area, academic major, and academic average respectively; this data was cross-tabulated with the other survey variables.

Seven geographic areas were established: Niagara (region 3), Halton to Haldimand (region 4), Toronto (region 7), southwestern Ontario (region 14), west central Ontario (region 15), eastern Ontario (region 16), and northern Ontario (region 17). These regions closely correspond to the provincial divisions as recognized by the Ontario Universities Application Centre and the Council of Ontario Universities. Numbering of regions is non-sequential, due to a need to merge some zones when the survey representation from these areas was insufficient.

Respondents to the survey were classified under one of five academic areas: administration, child studies, physical education / recreation, sciences, and humanities / social sciences.

The "academic average" sub-group differentiated between "A" students (80-100% average), "B" students (70-79% average), and "C" students (60-69% average).

The final computer run applied chi-square statistical analysis to the sub-group cross-tabulations. The chi-square test is used to compare categorical data; generally, it indicates a systematic relationship between two variables at a given level of significance. Low values for chi-square point to statistical independence between variables. For the

purposes of this study, the level of significance was established at .05, meaning that the chance of these results being obtained by chance is 5% or less. The final computer run "flagged" only those cross-tabulations which met $p < .05$.

Summary of Chapter Three

A 29-question survey, involving 59 variables, was administered to two year-one classes at Brock University in which a broad cross-section of all academic programs was anticipated. Only the surveys of those students who were recent high school graduates were used for purposes of analysis. Survey questions were of fixed-alternative structure; the instrument involved both subjective and objective responses.

Computer analysis of the data included total raw frequencies and rounded percentages, and sub-group cross-tabulation by geographic home areas of respondent, academic major, and high school graduating average. Chi-square statistical analysis was employed, with cross-tabulations at $p < .05$ identified.

Chapter Four

RESULTS

Introduction

Data presented in this section of the paper is organized by objective and subjective nature. Raw scores and percentages are tabled first for each question; sub-group information (geographic area of respondent, intended academic major, and academic standing upon graduation from high school) is provided in subsequent fashion. Cross-tabulations which show a systematic relationship or statistic dependence between variables at the .05 level of significance (chi square analysis) are indicated accordingly.

Findings of the Study

1. Type of school from which respondent graduated

The majority of survey respondents (81%) had graduated from public secondary schools, with about one in five a product of the catholic school system.

<u>type</u>	<u>frequency</u>	<u>percent of total</u>
public	289	81
separate	62	17
private	3	1

Geographic Area

A third of all public high schools respondents (35%) came from Niagara; for the catholic school respondents, almost half (45%) were from this area. The numbers for catholic respondents drop off dramatically outside the proximal areas of Halton to Haldimand, whereas the public system produced 132 survey respondents outside the

proximal zone. This phenomenon may be attributed to the strong ethnic family ties which prevail in the catholic system that discourage leaving the home to attend university.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
pub	101	35	56	19	53	18	23	8	28	10	16	6	12	4
priv	1	33	1	33	1	33	0	0	0	0	0	0	0	0
sep	28	45	23	37	2	3	5	8	2	3	2	3	0	0

Academic Major

Public system respondents were quite balanced between programs in child studies, physical education/recreation, and humanities/social science programs (26%, 24%, and 22% respectively). By comparison, the catholic system students indicated child studies (34%) as the overwhelmingly preferred academic major.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
pub	34	12	75	26	69	24	47	16	64	22
priv	0	0	0	0	1	33	0	0	2	67
sep	6	10	21	34	9	15	8	13	17	27

Academic Standing

The catholic system recorded a lower rate of "C" and "A" students in the survey, but dominated in those students who had high school graduating averages at the "B" level (63%, versus 45% for the public system).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
pub	107	37	130	45	52	18
priv	2	67	1	33	0	0
sep	15	24	39	63	8	13

2. Home geographic area of respondent

The Niagara area was represented by 130 of the 357 respondents to the survey (37%). Halton to Haldimand, the proximal areas to Brock followed (22%) and the Toronto region (which includes Peel, York, and Simcoe boards) was home to 16% of the respondents.

<u>area number</u>	<u>region</u>	<u>frequency</u>	<u>percent of total</u>
3	Niagara	130	37
4	Halton to Haldimand	80	22
7	Toronto to Barrie	56	16
15	West Central Ontario	30	8
14	South Central Ontario	28	8
16	Eastern Ontario	18	5
17	Northern Ontario	12	3
	out-of-province	3	1

Academic Major

Over half of all humanities and social science major respondents (58%) were from the Niagara region. Students from this area also dominated in the science and administration programs. The greatest percentage of physical education/recreation and child studies major respondents came from the Halton to Haldimand area (34% and 26% respectively).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Niag (3)	14	34	24	25	12	15	30	54	49	58
H/H (4)	7	17	25	26	27	34	10	18	11	13
Tor (7)	11	27	14	15	15	19	4	7	12	14
SW (14)	1	2	15	16	6	8	2	4	4	5
WC (15)	4	10	11	12	9	11	3	5	3	4
E (16)	2	5	4	4	6	8	4	7	2	2
N (17)	1	2	3	3	4	5	2	4	2	2
out-of-prov	1	2	0	0	0	0	1	2	1	2

Academic Standing *

Since Niagara respondents were highly represented in the survey, it is not unexpected that they dominated in terms of percentage in all three academic status groupings. The more distant the home area of the respondent from Brock, the lower the percentage it composed of the the three academic levels.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Niag (3)	30	24	64	37	36	60
H/H (4)	30	24	40	23	10	17
Tor (7)	26	21	25	15	5	8
SW (14)	12	10	13	8	3	5
WC (15)	12	10	16	9	2	3
E (16)	9	7	6	4	3	5
N (17)	5	4	6	4	1	2
out-of-prov	2	2	1	1	0	0

*p<.05

3. "Choice" for Brock on Ontario Universities Application Centre (OUAC) application form

Almost half of all survey respondents (45%) listed Brock as a first choice on the OUAC application. This figure is quite close to the actual percentage of first choice applicants who actually registered at Brock the previous year, as reported by the application centre (49.6%). The same similarity was true for second and third choice respondents.

<u>OUAC choice</u>		
<u>choice for Brock</u>	<u>frequency</u>	<u>percent of total</u>
1st	159	45
2nd	78	22
3rd	98	28
can't recall	19	5

Geographic Area *

All regions had the greatest percentage of their survey respondents listed as a first choice for Brock with the exception of the Toronto region, where second choice exceeded first choice indications (38% vs 34%). The greatest rate of first choice respondents and the lowest proportion of third choice respondents within region groupings were registered by distant areas: west central, eastern, and northern Ontario.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor.</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
1st	63	49	32	40	19	34	12	43	15	50	10	56	8	67
2nd	20	15	17	21	21	38	8	29	7	23	4	22	1	8
3rd	40	31	23	29	15	27	8	29	5	17	4	22	2	17
can't recall	6	5	7	9	1	2	0	0	3	10	0	0	1	8

*p<.05

Academic Major

Child studies majors who resported to the survey selected Brock as a first choice with the greatest frequency (63%), while humanities and social science majors responded the lowest level for first choice (32%). Science and humanities/social science majors dominated the other academic programs in terms of third choice selection (34% and 36% respectively).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
1st	15	37	60	63	36	46	21	38	27	32
2nd	10	24	15	16	20	25	12	21	20	24
3rd	12	30	18	19	19	24	19	34	30	36
can't recall	4	10	3	3	3	4	4	7	5	6

Academic Standing *

The highest percentage of "A" level respondents (55%) listed Brock as a first choice; this group also recorded the lowest percentage of third choice respondents (17%). The pattern which appeared was that as the

grades of the respondents declined, so did their tendency to list Brock as a preferred choice on the OUAC application form.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
1st	40	32	86	50	33	55
2nd	32	25	34	20	12	20
3rd	45	36	43	25	10	17
can't recall	7	6	8	5	4	7
					*p<.05	

4. Number of offers of admission received

Approximately half of all survey respondents (49%) had received offers of admission from three universities. One in five respondents (19%) had been offered admission only by Brock.

<u># of univ</u>	<u>frequency</u>	<u>percent of total</u>
3	175	49
2	107	30
1	69	19

Geographic Area *

75% of the survey respondents from the northern region were offered admission by all three of their OUAC choices; the lowest rate was in the Toronto region, where only 36% had received three offers. In no region did the percentage of "single offer" respondents rise above 30%.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
3	66	51	37	46	20	36	16	57	18	60	8	44	9	75
2	44	34	18	23	26	46	4	14	7	23	5	28	3	25
1	19	15	23	28	10	18	8	29	4	13	4	22	0	0

* p<.05

Academic Major *

Child Studies majors topped all academic majors in terms of frequency of three admission offers (71%); physical education/recreation majors were at the opposite end of the spectrum in this regard (33% receiving three offers). Almost one of every three physical education/recreation respondents was offered admission only by Brock; the same was true for 27% of the administration majors. By contrast, 7% of the child studies majors received only one offer.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
3	16	39	68	71	26	33	24	43	41	49
2	14	34	21	22	27	34	17	30	27	32
1	11	27	7	7	25	32	12	21	14	17

* p<.05

Academic Standing *

Predictably, "A" students received more offers than respondents with lower grades (82% of all "A" respondents had three universities offer admission, compared to only 21% for "C" students). 40% of all "C" respondents were offered admission only by Brock.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
3	26	21	100	59	49	82
2	45	36	54	32	8	13
1	50	40	16	9	3	5

* p<.05

OUAC choice *

A further cross-tabulation explored the relationship between OUAC choice and the number of offers received by respondents.

60% of the respondents who had received three offers of admission had indicated Brock as a first choice on their application. Almost one in three of the third choice respondents (32%) received only one offer of admission, that being from Brock.

<u>Offers</u>	<u>1st</u>		<u>2nd</u>		<u>3rd</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
3	94	60	29	37	43	44
2	41	26	36	46	23	24
1	21	13	12	15	31	32

*p<.05

5. Intended academic major

27% of the 357 survey respondents indicated child studies or concurrent BA/BEEd as their intended major, while 22% responded for physical education/recreation and humanities/social science. The three business programs were cited as intended majors by 12% of the students.

<u>program</u>	<u>frequency</u>	<u>percent of total</u>
honors admin/ business economics co-op accounting	41	12
child studies/ concurrent BA/BEd	96	27
phys.ed./recreation	79	22
sciences	60	17
humanities and science	80	22

Geographic Area *

The majority of students from Niagara who responded to the survey indicated an arts and science specialization (61%), with physical education and recreation named least often (9%). A pattern that developed was that the further the home area of the respondent from Brock, the greater the frequency of a specific academic major being named. For example, in southwestern Ontario, 75% of the respondents indicated either child studies or physical education/recreation. The same two academic programs were named by 67% of the respondents in west central Ontario, 55% in eastern Ontario, and 58% in northern Ontario.

	<u>Niag</u> <u>(3)</u>		<u>Halt/</u> <u>Hald (4)</u>		<u>Tor</u> <u>(7)</u>		<u>SW</u> <u>(14)</u>		<u>WC</u> <u>(15)</u>		<u>E</u> <u>(16)</u>		<u>N</u> <u>(17)</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Admin	14	11	7	9	11	20	1	4	4	13	2	11	1	8
ChSt	24	19	25	31	14	25	15	54	11	37	4	22	3	25
PE/Rec	12	9	27	34	15	27	6	21	9	30	6	33	4	33
Sci	30	23	10	13	4	7	2	7	3	10	4	22	2	17
Hum/ SocSci	49	38	11	14	12	21	4	14	3	10	2	11	2	17

*p<.05

Academic Standing *

37% of all "A" grade respondents had indicated child studies as their intended major, while arts and science students (science and humanities/social science) composed 45% of the "A" group. The greatest number of "C" students were intending to major in physical education/recreation (37%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Admin	12	10	22	13	7	12
ChSt	15	12	59	35	22	37
PE/Rec	46	37	29	17	4	7
Sci	21	17	23	14	12	20
Hum/SocSci	32	26	37	22	15	25

*p<.05

6. High school graduating average of respondent

Almost half (48%) of the survey respondents had high school graduating marks in the 70-79% range. However, twice as many indicated "C" level grades as did "A" level marks (35% vs 17%).

<u>average</u>	<u>grade</u>	<u>frequency</u>	<u>percent of total</u>
60 - 69%	C	126	35
70 - 79%	B	171	48
80 - 89%	A	60	17

Geographic Area *

Niagara had the highest rate of "A" level respondents of all regions (28%), and the lowest rate of "C" level students (23%). Outside of Niagara, regions contained a much higher rate of "C" grade students.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
C	30	23	30	38	26	46	12	43	12	40	9	50	5	42
B	64	49	40	50	25	45	13	46	16	53	6	33	6	50
A	36	28	10	13	5	9	3	11	2	7	3	17	1	8

*p<.05

Academic Major *

Child studies majors reported the highest rate of "A" students (23%) and lowest level of "C" students (16%) in the survey. Only 5% of the physical education/recreation majors indicated graduating averages at the "A" level, while they shared the highest rate of "C" level students (38%) with sciences and humanities/social science majors.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
C	12	30	15	16	46	38	21	38	32	38
B	22	54	59	62	29	37	23	41	37	44
A	7	17	22	23	4	5	12	21	15	18

*p<.05

7. Sex of respondents

Females outnumbered males in the survey by a two to one margin (60% to 32%).

<u>response</u>	<u>frequency</u>	<u>percent of total</u>
male	115	32
female	241	68

Geographic Area *

The highest rate of female respondents was in the southwestern Ontario region (86%), while the highest rate for males was in the eastern Ontario region (61%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
male	36	28	30	38	21	38	4	14	8	27	11	61	5	42
female	94	72	50	63	34	61	24	86	22	73	7	39	7	58

Academic Major *

Child studies recorded the highest rate of female respondents (97%), while science was indicated as the major of 63% of the males. Males and females indicated themselves as administration majors at about the same level.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
male	21	51	3	3	36	46	35	63	20	24
female	20	49	93	97	42	53	21	38	64	76

* p<.05

Academic Standing *

Of the 115 male students responding to the survey, almost half of them (47%) had "C" averages upon high school graduation, and only 11% reported "A" averages. By comparison, the females indicated a rate of 30% for "C" level grades, and 20% with "A" level academic status.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
male	54	47	48	42	13	11
female	72	30	122	51	47	20 *p<.05

8.A) Level of formal education attained by respondent's mother

59% of the respondents indicated that their mothers had attained a high school education, while 36% had a college/university degree (or at least some college/university education).

<u>level</u>		<u>frequency</u>	<u>percent of total</u>
public	(ps)	58	16
secondary	(hs)	152	43
some college/univ	(some c/u)	62	17
college/univ grad	(c/u gr)	59	17
advanced grad	(adv gr)	7	2

Geographic Area

Mothers of respondents from southwestern and west central Ontario had the highest rate of college/university level education, at 58% and 53% respectively. The lowest rate reported was for mothers in northern Ontario, where only 1 of 12 had any college/university training.

	<u>Niag</u>		<u>Halt Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
ps	23	18	15	19	4	7	4	14	3	10	4	22	3	25
hs	56	43	32	40	29	52	6	21	11	37	9	50	8	67
some c/u	14	11	16	20	11	20	7	25	9	30	4	22	1	8
c/u gr	25	19	10	13	8	14	8	29	7	23	1	6	0	0
adv gr	4	3	0	0	2	4	1	4	0	0	0	0	0	0

Academic Major

A great deal of balance was evident in this cross-tabulation, with all academic major groups having roughly the same incidence of college/university-educated mothers of respondents (34%-37%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
ps	4	10	19	20	16	20	5	9	14	17
hs	21	51	39	41	31	39	26	46	34	41
some c/u	6	15	17	18	16	20	10	18	13	16
c/u gr	9	22	15	16	11	14	8	14	16	19
adv gr	0	0	3	3	0	0	2	4	2	2

Academic Standing

An interesting development was the revelation that the "A" grade level respondents had the lowest rate of college/university-educated mothers (24%), while the "C" level academic students had the highest incidence of mothers with post-secondary education (39%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
ps	16	13	28	16	14	23
hs	55	44	70	41	27	45
some c/u	27	21	30	18	5	8
c/u gr	21	17	30	18	8	13
adv gr	1	1	4	2	2	3

8.B) Level of formal education attainment by respondent's father

The level of respondents' fathers who had a college/university degree (or at least some post-secondary education) was almost identical to that of the mothers, 37%. However, a higher percentage of the fathers had Masters or Doctoral degrees (10%).

<u>level</u>		<u>frequency</u>	<u>percent of total</u>
public	(ps)	71	20
high school	(hs)	136	38
some college/univ	(some c/u)	51	14
college/univ grad	(c/u gr)	45	13
advanced grad	(adv gr)	35	10

Geographic Area

As with the data for the educational attainment of the mothers of respondents, the fathers from west central and southwest Ontario had the highest rate of post-secondary education (53% and 42% respectively), while northern Ontario fathers had the highest rate of educational attainment below the college/university level (75%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
ps	29	22	21	26	8	14	6	21	4	13	1	6	1	8
hs	48	37	22	28	27	48	8	29	10	33	11	61	8	67
some														
c/u	17	13	15	19	7	13	2	7	7	23	1	6	2	17
c/u gr	14	11	11	14	8	14	6	21	3	10	2	11	1	8
adv gr	16	12	3	4	3	5	4	14	6	20	3	17	0	0

Academic Major *

Respondents majoring in humanities/social science programs had the highest rate of college/university-educated fathers (44%), while fathers of physical education/recreation majors had the lowest incidence of post-secondary education (29%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
ps	7	17	23	24	22	28	1	2	17	20
hs	17	42	39	41	30	38	25	45	25	30
some c/u	3	7	13	14	11	14	10	18	14	17
c/u gr	9	22	8	8	9	11	12	21	7	8
adv gr	3	7	8	8	3	4	5	9	16	19

* p<.05

Academic Standing

There was little difference indicated between the educational attainment levels of fathers of respondents when the marks of the students were analyzed. For all three academic groupings, the level of college/university education of fathers was 36%-37%.

	<u>(C)</u>		<u>(B)</u>		<u>(A)</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
ps	22	18	35	21	14	23
hs	54	43	62	36	20	33
some c/u	13	10	31	18	7	12
c/u gr	19	15	19	11	7	12
adv gr	14	11	14	8	7	12

9. Other universities respondents might have attended (first alternate choice)

McMaster University, located only 30 miles from Brock, was the university selected most often by respondents as being their first alternate choice (18%). The University of Western Ontario (15%), the University of Guelph (11%), and Wilfrid Laurier University (10%) were other institutions which figured prominently as alternative choices.

<u>university</u>	<u>frequency</u>	<u>percent of total</u>
Carleton	5	1
Guelph	39	11
Lakehead	4	1
Laurentian	9	3
McMaster	65	18
Ottawa	11	3
Queen's	17	5
Ryerson	6	2
Toronto	17	5
Trent	22	6
Waterloo	17	5
Western	52	15
Wilfrid Laurier	36	10
Windsor	9	3
York	24	7
Community College	5	1
out-of-province	10	3
university		

Geographic Area

In the Niagara region, McMaster was the overwhelming alternate selection by respondents (22%), with Western and Guelph following at 16% and 15% respectively. This same pattern was true in the Halton to Haldimand region. In the Toronto region, Western was the most frequently named alternative choice to Brock (18%), with Trent and York also recording strong support (14% and 13% respectively). In southwestern and west central Ontario regions, Western dominated alternative choices, while in eastern Ontario, Trent and York led the

field (17% each). In the northern region, Laurentian and Ottawa both figured in 17% of the alternate choice responses.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Carleton	1	1	1	1	0	0	0	0	1	3	1	6	1	8
Guelph	19	15	8	10	4	7	3	11	4	13	0	0	1	8
Lakehead	1	1	2	3	0	0	1	4	0	0	0	0	0	0
Laurentian	2	2	2	3	1	2	0	0	1	3	1	6	2	17
McMaster	29	22	24	30	6	11	0	0	3	10	2	11	1	8
Ottawa	3	2	2	3	2	4	0	0	0	0	2	11	2	17
Queen's	5	4	3	4	2	4	2	7	2	7	2	11	1	8
Ryerson	2	2	3	4	1	2	0	0	0	0	0	0	0	0
Toronto	9	7	0	0	6	11	0	0	0	0	2	11	0	0
Trent	3	2	2	3	8	14	3	11	2	7	3	17	1	9
Waterloo	5	4	6	8	1	2	2	7	2	7	1	6	0	0
Western	21	16	6	8	10	18	10	36	4	13	1	6	0	0
Wilf.Laur.	11	9	12	15	6	11	1	4	5	17	0	0	1	8
Windsor	2	2	0	0	1	2	2	7	4	13	0	0	0	0
York	8	6	3	4	7	13	2	7	1	3	3	17	0	0
Comm.Coll.	3	2	1	1	0	0	1	4	0	0	0	0	0	0
out-of-prov.	1	1	3	4	0	0	1	4	1	3	0	0	1	8

Academic Major

Administration majors at Brock who responded to the survey indicated Wilfrid Laurier and Western as their main alternate choices, at 32% and 20% respectively. Child Studies respondents named Trent and Western most often, while physical education/recreation students named McMaster (25%) and Western (18%) most frequently as alternate choices. For science majors, Guelph figured most prominently (23%), followed by McMaster at 21%. Humanities/social science respondents indicated that McMaster (18%) was their main alternate university choice.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Carleton	1	2	1	1	0	0	1	2	2	2
Guelph	2	5	11	12	2	3	13	23	11	13
Lakehead	0	0	0	0	3	4	1	2	0	0
Laurentian	0	0	0	0	8	10	0	0	1	1
McMaster	4	10	13	14	20	25	12	21	15	18
Ottawa	1	2	1	1	4	5	0	0	5	6
Queen's	0	0	10	10	3	4	2	4	2	2
Ryerson	2	5	4	5	0	0	0	0	0	0
Toronto	0	0	4	5	3	4	7	13	3	4
Trent	1	2	18	19	0	0	1	2	2	2
Waterloo	1	2	2	2	4	5	4	7	6	7
Western	8	20	14	15	14	18	8	14	8	10
Wilf.Laur.	13	32	5	5	9	11	0	0	9	11
Windsor	2	5	1	1	0	0	2	4	4	5
York	3	7	8	8	2	3	1	2	10	12
Comm.Coll.	0	0	2	2	2	3	1	2	0	0
out-of-prov.	2	5	2	2	3	4	1	2	2	2

Academic Standing

McMaster and the University of Toronto were named as alternate universities most often by respondents who had attained "A" level status upon graduation from secondary school, while McMaster and Western were indicated frequently by those with "C" grades.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Carleton	1	1	3	2	1	8
Guelph	15	12	20	12	4	7
Lakehead	2	2	2	1	0	0
Laurentian	6	5	2	1	1	2
McMaster	20	16	32	19	13	22
Ottawa	7	6	2	1	2	3
Queen's	5	4	8	5	4	7
Ryerson	1	1	3	2	2	3
Toronto	2	2	6	4	9	15
Trent	7	6	11	6	4	7
Waterloo	6	5	10	6	1	2
Western	17	14	29	17	6	10
Wilf.Laur.	10	8	19	11	7	12
Windsor	7	6	1	1	1	2
York	10	8	11	6	3	5
Comm.Coll.	3	2	2	1	0	0
out-of-prov.	3	2	5	3	2	3

10. Respondent interest in co-op and internship programs

Survey respondents indicated overwhelming support for co-op/internship programs (78%), with only 28 of the 357 respondents showing no inclination for these programs.

<u>response</u>	<u>frequency</u>	<u>percent of total</u>
yes	278	78
no	28	8
not sure	46	13

Geographic Area *

The eastern Ontario and Toronto regions had the highest rate of respondent interest in co-op/internship programs (94% and 82%), while northern Ontario had the highest rate of non-interest (25%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	100	77	62	78	46	82	21	75	24	80	17	94	8	67
no	13	10	5	6	3	5	1	4	2	7	0	0	3	25
not sure	15	12	12	15	7	13	6	21	4	13	0	0	0	0

*p<.05

Academic Major

Majors in physical education/recreation and child studies had the highest level of co-op interest (84% and 82%) while science and humanities/social science respondents registered the lowest levels of acceptance (13% and 11%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	30	73	79	82	66	84	43	77	59	70
no	3	7	2	2	7	9	7	13	9	11
not sure	7	17	13	14	4	5	6	11	16	19

Academic Standing

"A", "B", and "C" level respondents all indicated high interest in co-op/internship studies (75%-80%). All three recorded an 8% rejection level for co-op programs.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	95	75	137	80	46	77
no	10	8	13	8	5	8
not sure	20	16	18	11	8	13

11. Respondent reaction to Brock's current admission requirement (low to mid 60's) for arts and science programs

The vast majority of respondents (86%) were supportive of the current academic requirements for general arts and science programs, while 13% felt the standard to be too low.

<u>response</u>	<u>frequency</u>	<u>percent of total</u>
adequate	307	86
too high	2	1
too low	47	13

Geographic Area

Though all regions indicated support for the current academic requirements (80% or higher in all regions), 20% of the Toronto region

respondents and 17% of the Halton to Haldimand respondents believed the standard to be too low.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
adeq.	112	86	64	80	45	80	26	93	28	93	18	100	11	92
too high	0	0	1	1	0	0	0	0	1	3	0	0	0	0
too low	18	14	14	17	11	20	2	7	1	3	0	0	1	8

Academic Major

Child studies majors, who as a group had the highest rate of "A" student respondents, recorded the greatest percentage of students who felt the standard was too low (15%); however, this was not markedly higher than that of the other academic groups.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
adeq.	36	88	82	85	68	86	47	84	73	87
too high	0	0	0	0	2	3	0	0	0	0
too low	5	12	14	15	9	11	8	14	11	13

Academic Standing *

Not surprisingly, "A" level respondents indicated the most negative reaction to the current Brock cut-off marks for admission (25% felt the standard too low). Still, 75% of these "A" students believed a low to mid 60's requirement to be an adequate standard. "C" grade students almost were unanimous in their acceptance of current admission requirements (96% indicated them to be adequate).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
adequate	121	96	141	83	45	75
too high	0	0	2	1	0	0
too low	4	3	28	16	15	25

***p<.05**

12.A) Influence of the Brock promotional handbook on the respondent's desire to attend Brock

75% of the survey respondents pointed to the handbook as having a somewhat or very positive influence, while one in four felt that the handbook did not at all influence them.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
very positive (++)	62	18	20
somewhat positive (+)	172	49	55
no influence (0)	74	21	24
somewhat negative (-)	3	1	1
very negative (- -)	2	1	1
not applicable (NA)	37	11	

Geographic Area

The respondents from regions outside of Niagara generally indicated higher rates of positive influence for the handbook (e.g., 85% of west central Ontario respondents, 84% of Toronto region and eastern Ontario respondents) than did Niagara respondents (68% cited somewhat or very positive influence).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	17	14	20	27	10	23	6	25	2	14	2	17	3	27
+	64	54	37	50	27	61	10	42	20	71	8	67	5	45
0	34	29	16	22	7	16	8	33	4	14	1	8	3	27
-	2	2	1	1	0	0	0	0	0	0	0	0	0	0
--	1	1	0	0	0	0	0	0	0	0	1	8	0	0
NA	9		6		11		4		2		3		1	

Academic Major

Of the five academic major groups, humanities/social science majors and science majors recorded the lowest rates of positive influence from the handbook (68% and 70% respectively), while the physical education/recreation majors were most influenced (84% citing the handbook as being a somewhat influential or very positive influence).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	9	26	21	24	10	14	8	18	14	18
+	16	47	44	51	50	70	23	52	38	50
0	9	26	21	24	10	14	13	30	21	28
-	0	0	1	1	0	0	0	0	2	3
--	0	0	0	0	1	1	0	0	1	1
NA	6		8		7		9		7	

Academic Standing

Little difference was evident in terms of degree of handbook influence between the three academic level groups, though "A" level respondents did record the highest rate of non-influence (27%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	20	19	30	19	12	23
+	57	55	89	57	26	50
0	23	22	37	24	14	27
-	2	2	1	1	0	0
--	2	2	0	0	0	0
NA	20		11		6	

12.B) Influence of the Brock promotional film on the respondent's desire to attend Brock

Almost half of the survey respondents (48%) had not seen the Brock promotional film. Of those who had viewed the film, 48% considered it to have a very or somewhat positive influence on their desire to attend Brock. However, almost the same percentage (47%) reported not being influenced by the film, while 5% were negatively influenced.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
very positive (++)	23	7	13
somewhat positive (+)	63	18	35
no influence (0)	85	25	47
somewhat negative (-)	8	2	4
very negative (- -)	2	1	1
not applicable (NA)	164	48	

Geographic Area

Respondents from the Halton to Haldimand region who saw the Brock film reported the highest rate of positive influence (58%),

compared to 47% of the students from Niagara, the Toronto region, and the south western Ontario area.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	6	8	7	16	3	12	3	18	2	18	2	25	0	0
+	28	39	18	42	9	35	5	29	2	18	1	13	0	0
0	33	46	17	40	12	46	8	47	7	64	3	38	3	100
-	4	6	0	0	2	8	1	6	0	0	1	13	0	0
--	0	0	1	2	0	0	0	0	0	0	1	13	0	0
NA	53		37		29		11		18		7		8	

Academic Major

Humanities/social science and physical education/recreation majors responded most positively to the promotional film (57% and 48% respectively), while administration majors recorded the highest rate of non-influence (57%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	4	19	6	11	4	10	3	13	6	14
+	5	24	17	31	15	38	7	30	18	43
0	12	57	26	48	20	50	11	48	16	38
-	0	0	1	1	1	3	1	4	2	5
--	0	0	1	1	0	0	1	4	0	0
NA	19		39		37		28		41	

Academic Standing *

"A" level respondents had a much lower rate of positive influence (33%) than did "C" and "B" students (50% each). "A" grade students also cited the highest rate of negative influence from the film (22%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	8	13	12	13	3	11
+	23	37	34	37	6	22
0	30	48	43	47	12	44
-	1	2	1	1	6	22
--	1	2	1	1	0	0
NA	61		73		30	*p<.05

12.C) Influence of a Brock information session conducted by a liaison officer during the University Information Program (UIP) the previous fall

72% of the survey respondents indicated that they had been somewhat or very positively influenced by the Brock information session during the UIP; one in four cited no influence. Of the 357 survey respondents, 167 (48%) had not attended a Brock UIP information session.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
very positive (++)	50	15	28
somewhat positive (+)	78	23	44
no influence (0)	45	13	25
somewhat negative (-)	4	1	3
very negative (- -)	1	1	1
not applicable (NA)	167	48	

Geographic Area *

Regions outside of Niagara where significant numbers of respondents had attended a Brock UIP session reported high rates of positive influence (86% in west central Ontario, 80% in the Toronto region, 73% in the Halton to Haldimand area). 67% of the Niagara respondents cited a Brock UIP presentation as being a somewhat or very positive influence on their desire to attend Brock.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	9	14	14	33	11	42	5	31	8	57	1	14	2	33
+	34	53	17	40	10	38	6	38	4	29	2	29	4	66
0	19	30	11	26	5	19	4	25	2	14	3	43	0	0
-	2	3	1	2	0	0	1	6	0	0	0	0	0	0
--	0	0	0	0	0	0	0	0	0	0	1	14	0	0
NA	61		37		29		12		14		8		5	
														*p<.05

Academic Major *

Child studies and physical education/recreation student respondents recorded the greatest rates of positive influence for a Brock UIP session (82% and 80% respectively), while science respondents had the lowest positive levels (50%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	5	28	27	45	10	29	0	0	8	21
+	7	39	22	37	18	51	13	50	18	47
0	6	33	10	17	6	17	11	42	11	29
-	0	0	1	2	1	3	1	4	1	3
--	0	0	0	0	0	0	1	4	0	0
NA	21		34		42		25		45	

*p<.05

Academic Standing

"B" level academic respondents recorded the highest rates of positive influence (77%) for Brock UIP sessions.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	14	23	26	30	10	33
+	27	44	41	47	10	33
0	18	30	18	21	9	30
-	1	2	2	2	1	3
--	1	2	0	0	0	0
NA	62		78		27	

12. D) Influence of a Brock information session (ISV) conducted by a liaison officer at the respondent's school the previous fall

78% of the survey respondents who attended a Brock information session at their high school the previous fall considered it to have a very or somewhat positive influence on their desire to attend Brock, while eight of the 189 students who attended such a session (4%) felt that the presentation somewhat negatively influenced them concerning the university.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
very positive (++)	55	16	31
somewhat positive (+)	84	24	47
no influence (0)	32	9	18
somewhat negative (-)	8	2	4
very negative (- -)	0	0	0
not applicable (NA)	168	48	

Geographic Area

Toronto region respondents reported the highest rate of positive influence from a Brock school visit (92%), while the Niagara respondents had the highest percentage of responses indicating no influence from the Brock presentation (27%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	12	19	15	33	14	54	5	36	6	43	3	30	0	0
+	33	52	21	47	10	38	6	43	6	43	3	30	4	80
0	17	27	5	11	1	4	3	21	2	14	2	20	1	20
-	1	2	4	9	1	4	0	0	0	0	2	20	0	0
--	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NA	63		34		29		14		15		6		6	

Academic Major

As was the case for Brock UIP sessions, child studies and physical education/recreation respondents had the highest rate of positive influence from the Brock ISV presentations (84% and 83% respectively), while science and humanities/social science students had the lowest percentages of positive influence (72% and 71%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	6	29	22	45	15	37	3	12	9	21
+	10	48	19	39	19	46	15	60	21	50
0	5	24	6	12	4	10	5	20	11	26
-	0	0	2	4	3	7	2	8	1	2
--	0	0	0	0	0	0	0	0	0	0
NA	19		46		35		27		41	

Academic Standing

"A" level students reported the lowest rate of positive influence from the Brock ISV session (73%), and also recorded the highest percentage for non-influence by the presentation (20%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	17	29	28	31	10	33
+	29	50	43	47	12	40
0	9	16	17	19	6	20
-	3	5	3	3	2	7
--	0	0	0	0	0	0
NA	65		74		29	

12. E) Influence of a Brock information session conducted by a liaison officer at the respondent's school that spring

Though 67% of the survey respondents did not attend a Brock spring liaison session, 71% of those who did indicated that the presentation positively influenced them.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
very positive (++)	25	7	22
somewhat positive (+)	56	16	49
no influence	32	9	28
somewhat negative (-)	1	1	1
very negative (--)	1	1	1
not applicable (NA)	230	67	

Geographic Area

Generally, spring ISV's appeared to have a more positive influence on respondents from regions outside of Niagara. For example, whereas only 11% of the Niagara students reported that they were very positively influenced by a Brock liaison presentation at their

school in the spring, the rate was 23% in the Halton to Haldimand zone, 50% in the Toronto region, 20% in southwestern Ontario, 31% in west central Ontario, and 40% in eastern Ontario.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	4	11	8	23	5	50	2	20	4	31	2	40	0	0
+	17	47	20	57	4	40	4	40	6	19	2	40	2	50
0	15	42	6	17	1	10	4	40	2	15	1	20	2	50
-	0	0	1	3	0	0	0	0	0	0	0	0	0	0
--	0	0	0	0	0	0	0	0	1	8	0	0	0	0
NA	89		44		45		17		17		10		7	

Academic Major

Humanities/social science and child studies respondents had the highest rates of positive influence (82% and 75% respectively), while business students had the highest rate of non-influence from a spring liaison session (55%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	3	27	13	36	4	14	1	6	4	17
+	2	18	14	39	16	57	9	56	15	65
0	6	55	9	25	6	21	6	38	4	17
-	0	0	0	0	1	4	0	0	0	0
--	0	0	0	0	1	4	0	0	0	0
NA	29		59		48		34		60	

Academic Standing

"A" students responding to the survey recorded the highest rate of very positive influence from a spring ISV (42%); however, they also had the higher non-influence level (42%). "B" grade respondents had the highest rate of "somewhat positive" influence (60%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	10	24	10	16	5	42
+	17	41	37	60	2	17
0	13	32	14	23	5	42
-	1	2	0	0	0	0
--	0	0	1	2	0	0
NA	82		102		46	

12. F) Influence of a visit to Brock's campus on respondent's desire to attend Brock

Though a third of the survey respondents had not arranged to visit Brock's campus while a high school senior, 88% of those who did visit considered it to have either a very or somewhat positive influence on their desire to attend the university.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
very positive (++)	108	31	44
somewhat positive (+)	108	31	44
no influence (0)	28	8	11
somewhat negative (-)	2	1	1
very negative (--)	1	1	1
not applicable (NA)	102	29	

Geographic Area

As was the case with Liaison visits, the positive influence of a campus visit increased when the students who visited were from regions outside of Niagara. Whereas 27% of the Niagara respondents cited a campus visit as having a very positive influence, the rate was at least twice as high in the other regions.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	24	27	27	52	23	53	12	52	13	52	7	64	2	67
+	45	51	18	35	18	42	11	48	12	48	3	27	1	33
0	19	22	6	12	1	2	0	0	0	0	1	9	0	0
-	0	0	0	0	1	2	0	0	0	0	0	0	0	0
--	0	0	1	2	0	0	0	0	0	0	0	0	0	0
NA	38		28		13		5		4		5		8	

Academic Major

Though all academic groups indicated a high level of positive influence from a campus visit, child studies and physical education/recreation majors had the highest rates of very positive influence (59% and 48%, respectively).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	8	31	43	59	28	48	11	28	18	37
+	14	54	23	32	23	40	24	60	23	47
0	4	15	6	8	6	10	4	10	8	16
-	0	0	0	0	1	2	1	3	0	0
--	0	0	1	1	0	0	0	0	0	0
NA	14		21		20		13		34	

Academic Standing

"A" level students indicated the highest level of positive influence from a Brock campus visit (90%), though "C" and "B" grade respondents also cited a high percentage of positive influence (87% and 86%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	31	36	60	50	17	40
+	44	51	43	36	21	50
0	10	12	14	12	4	10
-	1	1	1	1	0	0
--	0	0	1	1	0	0
NA	39		47		16	

12. G) Influence of a discussion with a Brock professor concerning a particular academic program on the respondent's desire to attend Brock

A majority of the survey respondents (62%) did not discuss their prospective academic program with a Brock faculty member prior to registration. Of those who did, 72% indicated the discussion to have a positive influence on them, while 8% were affected negatively by the experience.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
very positive (++)	39	11	30
somewhat positive (+)	55	16	42
no influence (0)	28	8	21
somewhat negative (-)	6	2	5
very negative (- -)	4	1	3
not applicable (NA)	216	62	

Geographic Area

Whereas 55% of the Niagara respondents indicated that a discussion with a Brock professor had influenced them in a positive fashion, the rates of positive influence were higher for all other areas (eg. Toronto region 79%, west central Ontario 92%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	24	27	27	52	23	53	12	52	13	52	7	64	2	67
+	45	51	18	35	18	42	11	48	12	48	3	27	1	33
0	19	22	6	12	1	2	0	0	0	0	1	9	0	0
-	0	0	0	0	1	2	0	0	0	0	0	0	0	0
--	0	0	1	2	0	0	0	0	0	0	0	0	0	0
NA	38		28		13		5		4		5		8	

Academic Major

Just over half (53%) of the administration majors reported a positive influence from a discussion with a Brock professor, while the rates were considerably higher for the other academic majors (e.g., physical education/recreation 86%, child studies and humanities/social science majors 72%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	3	18	10	28	8	30	9	35	8	32
+	6	35	16	44	15	56	8	31	10	40
0	6	35	5	14	4	15	9	35	4	16
-	2	12	3	8	0	0	0	0	1	4
--	0	0	2	6	0	0	0	0	2	8
NA	23		58		50		27		58	

Academic Standing

"A" grade students had the highest rate of very positive influence from faculty interaction (38%). Overall positive influence was high for all three academic levels (2 of 3 respondents in each group citing very positive or somewhat positive influence).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	12	30	18	26	9	38
+	16	40	32	47	7	29
0	10	25	12	18	6	25
-	1	3	4	6	1	4
--	1	3	2	3	1	4

NA	84	98	34
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12. H) Influence of a Brock scholarship offer on the respondent's desire to attend Brock

A very high proportional of those surveyed (84%) were not offered admission scholarships by Brock. Of those who were, 60% reported that the scholarship had a positive influence (44% cited a very positive influence). Two students attributed a very negative influence to the scholarship offer. Possibly, these students received scholarship offers from other universities for much larger amounts, and were insulted by Brock's offer. It should be reiterated that Brock ranks last amongst the 15 Ontario universities in terms of both the number and total dollar value of its entrance and in-course scholarships.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
very positive (++)	24	7	44
somewhat positive (+)	9	3	16
no influence (0)	20	6	36
somewhat negative (-)	0	0	0
very negative (- -)	2	1	4
not applicable (NA)	292	84	

Geographic Area *

Respondents from the Niagara region reported the highest rate of positive influence from an entrance scholarship (60% citing the scholarship offer to be a very positive influence).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	18	60	1	20	0	0	2	50	2	50	0	0	1	50
+	2	7	1	20	4	57	0	0	0	0	0	0	1	50
0	9	30	3	60	2	29	2	50	2	50	0	0	0	0
-	0	0	0	0	0	0	0	0	0	0	0	0	0	0
--	1	3	0	0	1	4	0	0	0	0	0	0	0	0
NA	95		74		49		24		25		15		10	

*p<.05

Academic Major *

Science and humanities/social science majors recorded the highest group rates concerning positive influence of a scholarship offer (77% and 76% respectively). By comparison, 60% of the administration majors and 57% of the physical education/recreation majors who received Brock scholarship offers cited no influence.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	4	40	8	50	0	0	7	54	5	63
+	0	0	2	13	3	43	3	23	1	13
0	6	60	5	31	4	57	2	15	2	26
-	0	0	1	6	0	0	1	7	0	0
--	0	0	0	0	0	0	0	0	0	0
NA	30		79		70		38		75	

*p<.05

Academic Standing

Nine of the "C" level students and 12 of the "B" level respondents reacted positively to a scholarship offer. However, none of these students would have actually been sent an offer, since their marks were not of a calibre necessary to earn such a scholarship (the 1985-86 entrance scholarship cut-off at Brock was 83% on a student's best six grade 13/OAC credits). "A" grade students indicated that the offer of an entrance scholarship served to be a source of very positive influence (68%), while a further 18% considered the offer to be somewhat positive in its influence on their decision to attend Brock.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	1	11	0	0	23	68
+	1	11	2	17	6	18
0	7	78	10	83	3	9
-	0	0	0	0	0	0
--	0	0	0	0	2	6
NA	114		154		24	

13. Respondent reaction to "Isaac Brock Wants You" promotional theme

59% of the 357 survey respondents gave approval to the "Isaac Brock Wants You" marketing approach. Only 5% reacted negatively to the promotion.

<u>reaction</u>	<u>frequency</u>	<u>percent of total</u>
positive (+)	209	59
neutral (0)	131	37
negative (-)	17	5

Geographic Area

Positive reactions had the highest rate in northern Ontario (75%) and the lowest in southwestern Ontario (50%). The Halton to Haldimand region and the Toronto zone had the highest percentages of negative respondent reactions (10% and 9% respectively).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
+	79	61	42	53	34	61	14	50	18	60	11	61	9	75
0	50	39	30	38	17	30	14	50	10	33	6	33	3	25
-	1	1	8	10	5	9	0	0	2	7	1	6	0	0

Academic Major

Science majors and physical education/recreation students responded at the highest levels in terms of approval of the marketing approach (67% and 65%), while child studies majors had the low approval rate (50%) and the highest neutral reaction percentage (45%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
+	25	61	48	50	51	65	39	67	46	55
0	14	34	43	45	21	27	17	30	35	42
-	2	5	5	5	7	9	0	0	3	4

Academic Standing

"C" level students had the highest rate of support for the "Isaac Brock Wants You" approach (64%); "A" grade survey respondents recorded the highest neutral reaction rate (50%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
+	81	64	101	59	27	45
0	41	33	60	35	30	50
-	4	3	10	6	3	5

14. Comparison of Brock's promotional literature and related media with that of other Ontario universities

The vast majority (67%) of survey respondents considered Brock's promotional publications and related media to be of the same nature and quality as that of other institutions. However, more responses were recorded indicating Brock's material to be poorer than that of the competition, than superior to the other universities (20% vs 12%).

<u>response</u>	<u>frequency</u>	<u>percent of total</u>
Brock's are better	41	12
about the same	240	67
Brock's are poorer	72	20

Geographic Area

While respondents from eastern and northern Ontario had the highest rate of Brock literature/media preference (22% and 25%), the rates for west central Ontario and Niagara respondents were lowest in this measure (3% and 6%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
better	8	6	15	19	7	13	3	11	1	3	4	22	3	25
same	92	71	51	64	35	63	17	61	23	77	11	61	9	75
poorer	28	22	13	16	13	23	8	29	6	20	3	17	0	0

Academic Major

Humanities/social science majors indicated the lowest rate of preference for the Brock promotional materials (8%), while administration and child studies students had the greatest rate in terms of the view that Brock materials were inferior to that of the competing institutions (27%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
better	5	12	10	10	11	14	7	13	7	8
same	25	61	59	62	54	68	41	73	61	73
poorer	11	27	26	27	12	15	8	14	15	18

Academic Standing

"A" level respondents had the lowest rate in terms of judging the Brock literature and related media as being superior to the competition (7%) and also had the highest rate indicating Brock materials as poorer than that of other universities (28%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
better	11	9	26	15	4	7
same	91	72	111	65	38	63
poorer	22	18	33	19	17	28

15. Respondent reaction to "image" or "lifestyle" advertising by universities

70% of the survey respondents felt that it is appropriate for universities to sell prospective students the school's image through a variety of marketing media.

<u>response</u>	<u>frequency</u>	<u>percent of total</u>
negative/inappropriate (a)	94	26
positive/appropriate (b)	249	70

Geographic Area

Respondents from the Niagara region had the highest rate of disapproval of image advertising by universities (37%), while the other regions all reported rates of approval at least 11% higher than that of Niagara.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(a)	48	37	18	22	14	25	6	21	3	10	4	22	0	0
(b)	78	60	58	73	41	73	20	71	26	87	13	72	11	92

Academic Major *

Physical education/recreation respondents had the highest rate of acceptance of lifestyle advertising by universities (87%), while administration majors had an 81% acceptance rate. Science majors recorded the lowest rate of acceptance of image marketing by universities (43%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(a)	8	20	29	30	6	8	24	43	27	32
(b)	33	81	62	65	70	87	29	52	54	64

*p<.05

Academic Standing

"C" level students reported the highest rate of acceptance of lifestyle advertising by universities (75%), while "B" calibre respondents recorded the lowest level of acceptance (66%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(a)	26	21	54	32	14	23
(b)	94	75	112	66	43	72

16. Respondent impressions of university-hosted "campus information day"

Almost half (49%) of the survey respondents had not attended a campus day hosted by an Ontario university. Of those who had attended

such an event, a great majority (87%) felt it to be a worthwhile activity that heightened their interest in the university. Only 6% did not feel the campus day to be a worthwhile experience.

<u>impression</u>		<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
worthwhile/ heightened interest	(a)	152	43	87
not worthwhile/did not heighten interest	(b)	11	3	6
could have been worth- while, but was poorly run	(c)	11	3	6
not applicable	(d)	174	49	

Geographic Area

All regions reported a high rate of support for the university campus days, with no region citing less than a 70% endorsement. In the southwestern Ontario region, all 18 respondents believed the campus days to be worthwhile experiences which heightened their interest in the particular universities.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(a)	37	80	41	87	24	92	18	100	16	89	10	91	5	71
(b)	6	13	4	9	0	0	0	0	0	0	0	0	1	14
(c)	3	7	2	4	2	8	0	0	2	11	1	9	1	14
(d)	78		32		29		9		12		7		5	

Academic Major *

Administration majors reported the highest rate of endorsement of the campus days (89%); child studies respondents were least impressed by the events (24%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(a)	17	89	48	84	39	85	18	82	30	79
(b)	0	0	2	24	4	9	3	14	2	5
(c)	1	5	5	9	2	4	0	0	3	8
(d)	22		39		33		34		46	

* p<.05

Academic Standing *

"A" level respondents were least impressed by the university campus days (70%), while 90% of the "B" and "C" grade students indicated strong support for the events.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(a)	52	90	86	90	14	70
(b)	5	9	2	2	4	20
(c)	1	1	8	8	2	10
(d)	63		72		39	

* p<.05

17.A) Degree of influence of parents on university-related decisions of respondents

The majority of respondents (69%) felt that their parents had influenced them either greatly or somewhat in the decisions regarding university. Only 16% indicated that their parents exerted no influence whatsoever.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>
++	116	34
+	121	35
(+)	52	15
0	56	16

Geographic Area *

Respondents from the Niagara region had the highest rate of parental influence regarding university decision-making (over half cited parents as a great influence). Since these students would be attending Brock on a commuter basis, the parents role in the decision-making process was probably to suggest the financial implications of university attendance, the fact that attending an institution outside of Niagara would involve more than twice the cost of attending Brock.

Students from the Toronto region cited parents as an influence at the lowest rate of all geographic groups (55% mentioned parents as having influenced them either greatly or somewhat).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	66	52	22	29	8	15	7	25	6	20	6	38	1	8
+	37	29	25	33	21	40	15	54	13	43	3	19	6	50
(+)	15	12	12	16	10	19	3	11	5	17	3	19	3	25
0	10	8	17	22	13	25	3	11	6	20	4	25	2	17

*p<.05

Academic Major

Science majors indicated the highest rate of strong parental influence in the decisions related to university (40%), while physical education/recreation students had the lowest percentage of strong parental influence (26%). When responses to both "influenced greatly" and "influenced somewhat" are considered, child studies majors had the highest level of parental influence (75%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	12	30	34	36	19	26	22	40	28	34
+	13	33	37	39	27	38	16	29	28	34
(+)	8	20	11	12	11	15	7	13	15	18
0	7	18	13	14	15	21	10	18	11	13

Academic Standing *

"A" students responded that their parents influenced them (greatly or somewhat) at the highest rate (79%), while "C" level students indicated the highest rate (40%) of little or no influence by parents regarding university.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	33	28	61	37	22	37
+	39	33	57	34	25	42
(+)	18	15	30	18	4	7
0	30	25	18	11	8	14
					* p<.05	

17.B) Degree of influence of brothers/sisters on university-related decisions of respondents

A majority of survey respondents (60%) felt that their brothers/sisters did not influence them at all in their university-related decisions, while only 11% indicated that their siblings had great influence on them. It should be noted that the survey did not ask if respondents had brothers/sisters, or if their brothers/sisters were currently in attendance at a college or university.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>
++	37	11
+	38	11
(+)	59	18
0	202	60

Geographic Area

Respondents from the Halton to Haldimand region expressed the highest rate of influence of brothers/sisters (30%), while students from the west central and eastern Ontario regions had the highest rate of non-influence (70% and 75% respectively).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	15	12	11	15	1	2	4	14	4	13	1	6	0	0
+	15	12	11	15	7	14	1	4	2	7	1	6	1	8
(+)	17	14	15	21	11	22	6	21	3	10	2	13	5	42
0	76	62	36	49	32	63	17	61	21	70	12	75	6	50

Academic Major

While child studies majors responded at the highest rate concerning being greatly influenced by their brothers/sisters (15%), science and administration respondents had the highest rates of non-influence regarding university matters (29% and 28% respectively).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	5	13	14	15	9	13	4	8	5	6
+	6	15	5	5	8	11	11	21	8	10
(+)	4	10	20	21	15	21	8	15	12	15
0	25	63	55	59	39	55	30	57	53	68

Academic Standing

"A" level students had the highest rates of both great and somewhat influence from their brother/sisters regarding university concerns (13% and 16%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	12	10	18	11	7	13
+	16	14	13	8	9	16
(+)	17	14	33	20	9	16
0	73	62	98	61	31	55

17.C) Degree of influence of friends on university-related decisions of respondents

A relatively small percentage of respondents (13%) indicated that their friends exert a great deal of influence on them regarding university decision-making; twice as many students (27%) said that friends were not at all influential.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>
++	44	13
+	115	34
(+)	89	26
0	91	27

Geographic Area

Students from southwestern and west central Ontario registered the lowest rates for peer influence (39% and 33%), while 83% of the respondents from northern Ontario considered their friends to either somewhat or greatly influence their university decisions.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	13	11	11	15	6	12	2	7	6	20	3	20	3	25
+	47	38	24	32	17	33	9	32	4	13	5	33	7	58
(+)	34	27	20	27	13	25	7	25	11	37	3	20	1	8
0	30	24	20	27	16	31	10	36	9	30	4	27	1	8

Academic Major

Administration majors had the highest rate of peer influence in their university decision-making (23% answered "influenced greatly")

while child studies majors were least influenced strongly by their friends (5%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	9	23	5	5	11	16	7	13	12	15
+	14	36	36	38	22	31	19	36	24	30
(+)	8	21	28	30	18	25	13	25	22	27
0	8	21	26	27	20	28	14	26	23	28

Academic Standing *

Poorer students appeared to be much more influenced by their peers concerning university matters; whereas 21% of the "C" students responded that their friends had greatly influenced them, only 5% of the "A" grade students cited great influence from this group.

	<u>Academic Standing</u> *					
	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	25	21	16	10	3	5
+	41	34	50	31	24	43
(+)	22	18	54	33	13	23
0	32	27	43	26	16	29

* $p < .05$

17.D) Degree of influence of high school teachers and guidance counsellors on university-related decisions of respondents

48% of the survey respondents indicated a somewhat or great degree of influence from their teachers and counsellors, though more than one in three (36%) cited no influence from this group.

<u>influence</u>	<u>frequency</u>	<u>percent of total</u>
++	54	16
+	109	32
(+)	56	16
0	123	36

Geographic Area *

Students from the Niagara region responded at the lowest rate of all geographic groups in terms of influence from teachers and counsellors regarding university concerns (30%), while respondents most distant from Brock indicated the greatest influence from this group (southwestern Ontario region 64%, eastern Ontario region 67%, northern Ontario region 67%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	13	10	10	13	10	19	9	32	4	13	5	31	2	17
+	25	20	32	43	19	36	9	32	12	40	6	38	6	50
(+)	28	22	10	13	7	13	5	18	4	13	1	6	1	8
0	59	47	23	31	17	32	5	18	10	33	4	25	3	25

* p<.05

Academic Major

Physical education/recreation majors had the highest rate of influence from school teachers and counsellors (58%), while science majors responded at the highest level regarding no influence (49%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	5	13	18	19	16	22	5	9	10	12
+	15	38	33	34	26	36	12	23	23	28
(+)	7	18	11	12	9	13	10	19	19	24
0	13	33	34	35	21	29	26	49	29	36

Academic Standing

"B" level students had the lowest rate of reported influence from teachers and counsellors (42%), while the "A" students responded at the highest level (55% answered somewhat or great influence exerted from this group).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	20	17	23	14	11	19
+	42	35	46	28	21	36
(+)	17	14	30	18	9	16
0	41	34	65	40	17	29

18. Most influential group concerning respondent's university making

57% of the students surveyed indentified parents as the most influential group. Friends and brothers/sisters were well down the list (14% and 7%). One in four (22%) were most influenced by high school teachers and counsellors.

<u>influence</u>		<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
parents	(p)	186	52	57
brothers/sisters	(b/s)	23	6	7
friends	(fr)	45	13	14
school teachers/ counsellors	(t/c)	73	20	22

Geographic Area *

Students from Niagara indicated parents as the most influential group within that region (75%). Respondents from southwestern Ontario had the highest rate of all groups regarding brothers/sisters as the most influential (14%), while "friends" and "teachers/counsellors" were identified by the highest percentage of respondents in northern Ontario (33% and 42%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(p)	88	75	38	51	22	45	15	54	14	47	6	33	2	17
(b/s)	6	5	9	12	0	0	4	14	2	7	1	6	0	0
(fr)	13	11	7	9	11	22	4	14	2	7	4	22	4	33
(t/c)	10	9	20	27	16	33	4	14	12	40	5	28	5	42

*p<.05

Academic Major

Science students had the higher rate of all academic groups (and within their own group) concerning parental influence in university matters (64%); science majors also had the highest "brothers/sisters" response rate of the five groups (10%). Administration majors had the highest "friends" response of the five groups (23%), while physical education/recreation majors led all groups in terms of the rate of school teachers/counsellors listed as most influential (31%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(p)	18	46	55	60	35	49	32	64	45	60
(b/s)	3	8	7	8	3	4	5	10	5	7
(fr)	9	23	4	4	11	15	6	12	15	20
(t/c)	9	23	25	27	22	31	7	14	10	14

Academic Standing *

"C" grade students responding to the survey had the lowest rate of the three groups in terms of parents and teachers/counsellors being most influential in their university decisions (4% and 21% respectively), while they were by far the most influenced by their friends (25%). The trend that appeared was that the better students ("B" and "A" status) were more influenced by their parents and teachers/counsellors, and less influenced by their friends than students who were poorer academically.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(p)	54	48	100	63	32	58
(b/s)	7	6	11	7	5	9
(fr)	28	25	11	7	6	11
(t/c)	23	21	38	24	12	22

*p<.05

19.A) Priority (as a general university concern) for the respondent of a strong university reputation

Over half of the survey respondents (54%) considered a strong university reputation as being of moderate importance as a general university concern. One in six (16%) did not consider a university's reputation a priority.

<u>importance</u>		<u>frequency</u>	<u>percent of total</u>
very important	(++)	104	30
moderately important	(+)	188	54
not important	(0)	57	16

Geographic Area

The eastern Ontario region had the highest rate of respondents citing a strong university reputation as "very important" (44%). Almost one student in three (32%) in the Niagara region felt that a strong reputation was paramount, while the lowest rates recorded were in southwestern and west central Ontario (23% and 21%) respectively.

	<u>Niag</u>		<u>Halt/</u> <u>Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	41	32	23	29	16	29	6	23	6	21	7	44	4	33
+	64	50	42	53	34	61	16	62	18	62	5	31	8	67
0	23	18	14	18	6	11	4	15	5	17	4	25	0	0

Academic Major *

Administration majors appeared to be most reputation conscious, with 45% indicating that a strong university reputation was a priority. Science majors had the highest rate (29%) of all groups citing a strong reputation as unimportant.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	18	45	23	24	18	24	17	31	28	34
+	16	40	60	63	50	67	22	40	40	48
0	6	15	13	14	7	9	16	29	15	18
										*p<.05

Academic Standing

"C" grade respondents had the lower rate of "very important" responses of the three groups (26%). "B" students felt reputation to be paramount (33%), while the "A" level students had the highest group rate of "somewhat important" responses (56%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	32	26	55	33	17	29
+	76	62	79	47	33	56
0	14	12	34	20	9	15

19. B) Priority (as a general university concern) for the respondent of of excellent research and library facilities

57% of the respondents felt that excellent research and library facilities were a top priority, while only 4% (15 students) responded "not important".

<u>importance</u>		<u>frequency</u>	<u>percent of total</u>
very important	(++)	200	57
moderately important	(+)	136	39
not important	(0)	15	4

Geographic Area

Niagara respondents had the highest rate of all geographical groups answering that research and library facilities were very important (69%). Less than half of the Toronto area and Halton to Haldimand region students responded in similar fashion (48% and 49% respectively).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	89	69	39	49	27	48	15	58	15	52	9	56	6	50
+	36	28	36	46	27	48	12	41	12	41	7	44	5	42
0	5	4	4	5	2	4	2	7	2	7	0	0	1	8

Academic Major *

Administration and child studies respondents held excellent research and library facilities as being less of a priority than the other three groups (48% and 45% indicated "very important"). Even physical education/recreation students, those with the poorest academic background based on high school graduation marks, had a higher rate of "very important" responses (59%). Almost three out of every four science respondents to the survey (73%) believed library and research facilities to be a top priority.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	19	48	43	45	44	59	40	73	53	63
+	16	40	50	52	29	39	13	24	28	33
0	5	13	3	3	2	3	2	4	3	4
										*p<.05

Academic Standing

Interestingly, the survey respondents with the lowest admission averages had the highest rate indicating excellent research and library facilities as a top priority (59%), while the "A" respondents had the lowest "very important" rate for all three groups (53%). This can be explained, in part, to the fact that a high proportion of the "A" grade respondents were enrolled in child studies, and the previous table shows that this academic group did not believe library and research facilities to be a top priority.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	72	59	96	57	32	53
+	49	40	61	36	26	43
0	1	0	12	7	2	3

19. C) Priority (as a general university concern) for the respondent of modern and extensive computer facilities

Almost half of those surveyed (45%) did not believe computer facilities to be an important university consideration. Only 15% of the students did indicate "very important".

<u>importance</u>		<u>frequency</u>	<u>percent of total</u>
very important	(++)	54	15
moderately important	(+)	140	40
not important	(0)	156	45

Geographic Area

Respondents from the Halton to Haldimand area, the Toronto region, southwestern and west central Ontario had the highest "not important" rates concerning modern and extensive computer facilities (51%, 43%, 46%, and 62% respectively). 19% of the Niagara respondents believed computer facilities to a top priority.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	24	19	10	13	10	18	5	19	3	10	1	7	0	0
+	54	42	29	37	22	39	9	35	8	28	9	60	8	67
0	52	40	40	51	24	43	12	46	18	62	5	33	4	33

Academic Major *

Administration majors were by far the most vocal of all respondents in terms of their view that computer facilities were a priority item (28% answered "very important", while only 20% answered "not important"). Child studies and physical education/recreation majors had the highest "not important" rates, at 54% and 49% respectively.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	11	28	14	15	10	14	5	9	13	16
+	21	53	30	31	28	38	26	47	35	42
0	8	20	52	54	36	49	24	44	36	43

*p<.05

Academic Standing

A higher proportion of "C" students than "A" grade students responded that computer facilities were somewhat or very important (61% versus 55%); but, as previously mentioned, the "A" level group was dominated by child studies majors who did not have research and library facilities as a priority either.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	21	17	24	14	9	15
+	53	44	63	37	24	40
0	47	39	82	49	27	45

19.D) Priority (as a general university concern) for the respondent of friendly, dedicated professors

81% of those surveyed indicated that the enthusiasm and approachable nature of university faculty was a top priority; only 1% responded that it was not important.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	283	81
moderately important (+)	62	18
not important (0)	5	1

Geographic Area

Though all regions had at least 75% of their respondents indicate that friendly, dedicated professors were very important, the highest rate was registered by the Halton to Haldimand area (85%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	102	79	67	85	46	82	21	84	23	79	12	75	10	83
+	25	19	10	13	10	18	4	16	6	21	4	25	2	17
0	3	2	2	3	0	0	0	0	0	0	0	0	0	0

Academic Major

Physical education/recreation and child studies majors considered friendly, dedicated faculty as a top priority at higher rates than the other groups (85% and 83% respectively). Administration majors had the lowest "very important" rate (74%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	29	74	80	83	64	85	43	78	66	79
+	9	23	13	14	11	15	12	22	17	20
0	1	3	3	3	0	0	0	0	1	1

Academic Standing

All academic level groups responded at high rates that friendly and hard-working faculty were "very important", with "A" grade students registering the top rate (86%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	101	83	131	78	51	86
+	21	17	34	20	7	12
0	0	0	4	2	1	2

19.E) Priority (as a general university concern) for the respondent of small, personal classes

Two of three survey respondents (66%) viewed small, personal classes as a very important consideration at a university. Only 16 students (5%) felt that this was not of any importance.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	231	66
moderately important (+)	102	29
not important (0)	16	5

Geographic Area

Without exception, a higher percentage of the respondents from geographic areas outside of Niagara viewed small classes as a top priority than did students from the Niagara region (57% of the Niagara respondents selected the "very important" response).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	73	57	53	67	41	75	19	76	20	69	14	82	9	75
+	49	38	23	29	12	22	6	24	7	24	3	18	2	17
0	7	5	3	4	2	4	0	0	2	7	0	0	1	8

Academic Major

Child studies and physical education/recreation majors responded at the highest rates in terms of small, personal classes being a top university priority (73% and 72% respectively), while administration majors had the lowest "very important" level (55%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	22	55	70	73	54	72	34	62	50	61
+	16	40	23	24	19	25	18	33	26	32
0	2	5	3	3	2	3	3	6	6	7

Academic Standing *

"B" students led the three groups in terms of "very important" responses (72%), though no group had more than 8% claim that small classes were not important.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	73	60	121	72	37	64
+	40	33	41	24	21	36
0	9	8	7	4	0	0

* p<.05

19.F) Priority (as a general university concern) for the respondent of frequent parties and other social activities

"Very important" and "not important" responses to this question were quite balanced (30% versus 27%), while the largest segment of the students (43%) indicated that parties and social life were moderately important.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	104	30
moderately important (+)	150	43
not important (0)	93	27

Geographic Area *

Respondents from northern Ontario and the Toronto region had the highest percentage of "very important" responses (50% and 41%), while Niagara students had the highest rate of any geographical group indicating that parties and social life were not important concerns (36%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	34	26	20	25	22	41	8	32	10	35	4	25	6	50
+	48	37	35	44	21	39	14	56	16	55	8	50	6	50
0	47	36	24	30	11	20	3	12	3	10	4	25	0	0

*p<.05

Academic Major *

Administration and physical education/recreation recorded the highest "very important" rates (44% and 37% respectively), while almost half (47%) of the science majors believed that parties and an active social calendar were not important university considerations.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	17	44	25	26	27	37	9	16	25	31
+	15	39	50	52	36	49	20	36	29	35
0	7	18	21	22	11	15	26	47	28	34

* p<.05

Academic Standing *

"A" grade respondents registered the lowest rates regarding parties and social activities as very important university priorities (12%), while 41% of the "A" students responded to "not important". One in three of the "C" and "B" students felt that parties and social life were very important.

	<u>(C)</u>		<u>(B)</u>		<u>(A)</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	40	33	57	34	7	12
+	52	43	71	42	27	47
0	29	24	40	24	24	41

* $p < .05$

19.G) Priority (as a general university concern) for the respondent of a politically-active student body

A relatively small percentage (17%) of the survey respondents felt that political activism on campus was very important, while more than a third of the students (39%) viewed it as not important.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	57	17
moderately important (+)	153	44
not important (0)	135	39

Geographic Area

Half of the respondents from Niagara and eastern Ontario (45% and 53% respectively) considered political activism on campus to be not important, the highest rates in this regard for all geographic groups. Students from northern and southwestern Ontario recorded the highest group rates for "very important" (33% and 25%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	21	16	11	14	9	16	6	25	5	17	1	7	4	33
+	50	39	37	47	29	53	10	42	15	52	6	40	5	42
0	57	45	31	39	17	31	8	33	9	31	8	53	3	25

Academic Major

Whereas 67% of the administration majors and 68% of the child studies majors believed that a politically-active student body was somewhat or very important, almost half of the science and humanities/social science majors (49% and 43%) believed that it was not important.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	7	18	16	17	13	18	11	20	10	13
+	19	49	49	51	32	43	17	31	36	45
0	13	33	31	32	29	39	27	49	34	43

Academic Standing

"A" students appeared to be the least supportive of politics on campus; almost half of them (48%) considered a politically-active student body as not important. By comparison, two of every three "B" and "C" students felt that political activism was somewhat or very important.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	22	19	26	15	9	16
+	52	44	80	47	21	36
0	44	37	63	37	28	48

19.H) Priority (as a general university concern) for the respondent of high profile and successful varsity sports

Less than one in three survey respondents (28%) considered the proficiency of a university's athletic teams to be a very important consideration, the same rate of response for "not important". Almost half of the students (45%) considered winning school teams to be somewhat important.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	95	28
moderately important (+)	155	45
not important (0)	96	28

Geographic Area

Winning teams was a more important concern for Brock respondents who came from outside of Niagara. Whereas only 21% of the local students indicated "very important", the rates for all other regions was higher (southwestern Ontario 38%, eastern Ontario 31%, northern Ontario 50%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	27	21	24	30	17	31	9	38	7	24	5	31	6	50
+	55	43	35	44	25	46	11	46	15	52	7	44	5	42
0	46	36	20	25	13	24	4	17	7	24	4	25	1	8

Academic Major *

Not surprisingly, physical education/recreation respondents had the highest group rate concerning "very important" reactions to varsity

teams (49%), while humanities/social science majors recorded the lowest priority level (15%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	14	36	21	22	37	49	11	20	12	15
+	22	56	43	45	33	44	20	36	37	46
0	3	8	32	33	5	7	24	44	31	39

*p<.05

Academic Standing *

"C" students (a great number of which were physical education/recreation majors) had the highest "very important" rate of all three groups (35%). By comparison, only 16% of the "A" level group (dominated by child studies majors) held winning varsity teams to be a top priority, with 36% responding that competitive athletics was not important on campus in their view.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	42	35	44	26	9	16
+	54	45	73	43	28	48
0	23	19	52	31	21	36

*p<.05

19.I) Priority (as a general university concern) for the respondent of good athletics facilities and intramural sports

43% of the students responded they viewed good athletics facilities and intramurals on campus as being very important, while only 17% indicated "not important".

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	149	43
moderately important (+)	140	40
not important (0)	59	17

Geographic Area

Niagara students had the lowest "very important" response rate of all geographic groups (31%), while northern Ontario respondents had the highest (67%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	40	31	39	49	27	49	13	52	13	45	9	53	8	67
+	65	51	24	30	18	33	9	36	13	45	6	35	3	25
0	23	18	16	20	10	18	3	12	2	10	2	12	1	8

Academic Major *

As was the case in the previous question examining attitudes on varsity sports, physical education/recreation respondents had by far the highest priority rate concerning sports facilities and intramurals (81%), while humanities/social science students had the highest "not important" response rate (27%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	18	45	31	32	61	81	21	38	18	22
+	18	45	42	44	14	19	24	44	41	51
0	4	10	23	24	0	0	10	18	22	27

*p<.05

Academic Standing *

"C" level students were the most supportive of good sports facilities and intramurals (86% answered "somewhat" or "very important"), while one in four "A" students (26%) answered "not important".

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	67	55	69	41	13	22
+	38	31	72	43	30	52
0	16	13	28	17	15	26
						*p<.05

19.J) Priority (as a general university concern) for the respondent of guaranteed residence accommodation

Half of the respondents (50%) cited guaranteed residence accommodation as a top priority, while only 24% felt it was not an important consideration.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	174	50
moderately important (+)	88	25
not important (0)	84	24

Geographic Area *

Outside of the Niagara region, respondents cited guaranteed residence as being "very important" at a group rate of not less than 50% (southwestern Ontario 92%, eastern Ontario 73%, west central Ontario 55%, northern Ontario 67%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	41	32	40	51	34	62	23	92	16	55	11	73	8	67
+	30	23	25	32	15	27	1	4	8	28	3	20	4	33
0	57	45	14	18	6	11	1	4	5	17	1	7	0	0

*p<.05

Academic Major *

Child studies majors recorded the highest rate of "very important" responses (65%), while science and humanities/social science students responded at the highest rates for "not important" regarding guaranteed residence accommodation (33% and 35% respectively).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	18	46	62	65	42	57	20	36	31	38
+	10	26	16	17	23	31	17	31	22	27
0	11	28	18	19	9	12	18	33	28	35

*p<.05

Academic Standing *

"C" students viewed guaranteed residence accommodation as a greater priority than the other groups (56% answered "very important"), while 38% of the "A" level students responded to "not important".

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	66	56	84	50	24	41
+	34	29	42	25	12	21
0	19	16	43	25	22	38

*p<.05

19.K) Priority (as a general university concern) for the respondent of a centralized campus (all buildings and facilities in close proximity to one another)

Two of every three survey respondents (64%) viewed a centralized university campus as a preferred arrangement, while only 7% responded that it was not important.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	222	64
moderately important (+)	100	29
not important (0)	24	7

Geographic Area

Niagara respondents had the lowest rate of response in terms of viewing a centralized campus as being very important (58%), while 75% of the respondents from northern Ontario considered it a top priority.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	74	58	52	66	39	71	17	68	20	69	11	69	9	75
+	40	32	23	29	13	24	7	28	7	24	5	31	3	25
0	13	10	4	5	3	6	1	4	2	7	0	0	0	0

Academic Major

Administration majors recorded the highest group rate for "very important" responses (69%), while humanities/social science students had the lowest group rate in this measure (59%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	27	69	64	67	49	65	34	62	48	59
+	10	26	27	28	21	28	18	33	24	30
0	2	5	5	5	5	7	3	6	9	11

Academic Standing

Though all three groups responded at about the same rate regarding a centralized campus as a very important concern, the "B" level students recorded the highest rate for "not important" (10%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	79	66	107	64	36	62
+	35	29	45	27	20	35
0	6	5	16	10	2	3

19.L) Priority (as a general university concern) for the respondent of the university situated in a pleasant geographical location

Less than half of the survey respondents (45%) indicate that a pleasant geographical location was a top priority, though only 11% responded that it was not at all important.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	157	45
moderately important (+))151	44	
not important (0)	39	11

Geographic Area *

While 35% of the Niagara respondents indicated that a pleasant geographical location was a top priority, the rates were considerably

higher outside of the home area (west central Ontario 72%, Toronto region 53%, Halton to Haldimand region 48%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	44	35	38	48	29	53	11	44	21	72	8	47	5	42
+	63	50	35	44	23	42	12	48	7	24	3	18	7	58
0	20	16	6	8	3	6	2	8	1	3	6	35	0	0

*p<.05

Academic Major

60% of the science majors responding to the survey considered the university's geographical setting to be very important, while humanities/social science students cited "very important" at a rate of only 36%.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	15	38	43	45	37	49	33	60	29	36
+	20	50	44	46	32	43	15	27	39	49
0	5	13	9	9	6	8	7	13	12	15

Academic Standing

"A" level students considered a pleasant location of the least importance of the three groups (38% citing "very important"), while "C" and "B" students recorded 46% and 48% rates respectively for "very important".

	<u>(C)</u>		<u>(B)</u>		<u>(A)</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	55	46	80	48	22	38
+	53	44	69	41	29	50
0	13	11	19	11	7	12

20. Consideration of Brock's small size in the respondent's decision to attend Brock

Half of the survey respondents (49%) viewed Brock's small size as a very important consideration in their decision to attend, while only 14% felt that it was not an important factor.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	173	49
moderately important (+)	129	37
not important (0)	51	14

Geographic Area *

Students from outside of Niagara viewed the university's small size as a more positive and important consideration than did local respondents. Whereas only 34% of the Niagara students cited "very important", eastern Ontario respondents cited 78%, southwestern Ontario students cited 64%, and northern Ontario students responded 67%.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	44	34	39	50	32	59	18	64	16	53	14	78	8	67
+	56	43	27	35	19	35	9	32	11	37	2	11	4	33
0	30	23	12	15	3	6	1	4	3	10	2	11	0	0

*p<.05

Academic Major *

96% of the science majors and 93% of the physical education/recreation majors responded that Brock's small size was either somewhat or very important in their decision to attend, while 24% of the administration majors answered "not important".

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	18	44	54	57	39	51	26	46	36	43
+	13	32	25	26	32	42	28	50	30	36
0	10	24	16	17	6	8	2	4	17	21

*p<.05

Academic Standing

"A" and "B" level students responded at near identical rates regarding the importance of Brock's small size in their decision to attend (52% of both groups selected "very important" responses), while 44% of the "C" students responded to this factor as being of prime consideration.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	54	44	88	52	31	52
+	52	42	56	33	21	35
0	17	14	26	15	8	13

20.B) Consideration of Brock's location within commuting distance of the respondent's home in the decision to attend Brock

Overall, 45% of the survey respondents indicated that Brock's location (within commuting distance of their home) was a dominant factor in their decision to attend. For 28%, Brock's location was not considered important.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	157	45
moderately important (+)	97	28
not important (0)	99	28

Geographic Area

Predictably, a very high proportion of Niagara respondents (83%) indicated Brock's location, being within commuting distance, as a very important consideration. Only 4% of the 130 Niagara respondents to the survey indicated that Brock's location was not an important factor. By comparison, the other regions (being out of commuter range) all had much higher response rates for "not important".

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	108	83	29	37	9	16	3	11	6	20	2	12	0	0
+	17	13	33	42	23	42	11	39	10	33	1	6	1	8
0	5	4	16	21	23	42	14	50	14	47	14	82	11	92

Academic Major *

Over half of the science and humanities/social science respondents indicated that Brock's location within commuting distance of their home was a very important consideration (55% and 64% respectively). It should be noted that these two majors led all groups in terms of Niagara residents amongst their numbers (54% Niagara students in the science group, 58% Niagara respondents in the humanities/social science group).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	18	45	30	31	24	31	31	55	53	64
+	12	30	33	34	25	33	13	23	14	17
0	10	25	33	34	28	36	12	21	16	19

Academic Standing *

"A" grade students had the highest rate of "very important" responses concerning the consideration of Brock's location (60%); it should be noted that over half of all the "A" level students responding to the survey were from Niagara. "C" grade students (a high proportion of which came from outside Niagara) had 32% of their group respond "not important" as a factor.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	44	36	77	45	36	60
+	39	32	45	26	13	22
0	39	32	49	29	11	18

*p<.05

20.C) Consideration of a specific academic program at Brock, not offered at many other universities, in the respondent's decision to attend Brock

60% of the survey respondents indicated that a specific Brock program was either a moderately or very important consideration in their decision to attend the university.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	118	34
not important (+)	91	26
not important (0)	140	40

Geographic Area *

Whereas 50% of the Niagara respondents indicated that a specific academic program at Brock was not an important factor in their decision to attend the university, regions other than Niagara registered high rates identifying a specific program at Brock as being a very

important consideration (southwestern Ontario 46%, west central Ontario 60%, eastern Ontario 44%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	29	23	30	39	16	30	13	46	18	60	7	44	4	33
+	35	27	23	30	20	37	4	14	4	13	1	6	3	25
0	65	50	25	32	18	33	10	36	8	27	8	50	5	42

* $p < .05$

Academic Major

Child studies respondents had the highest "very important" rate of all academic major groups (75%); it is noteworthy that Brock is one of only a few provincial universities to offer a program in this field. By comparison, 70% of all science majors and 55% of all humanities/social science respondents indicated "not important" regarding the influence of a specific Brock program.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	6	15	72	75	23	31	4	7	13	16
+	15	38	16	17	24	32	13	23	23	28
0	19	48	8	8	28	37	39	70	45	55

Academic Standing

Only 26% of the "C" level students indicated that a specific academic program at Brock was a very important consideration in their decision to attend, whereas "B" and "A" students responded at higher rates (38% and 39% respectively).

	<u>(C)</u>		<u>(B)</u>		<u>(A)</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	31	26	64	38	23	39
+	40	33	41	24	10	17
0	50	41	64	38	26	44

20.D) Consideration of friends attending Brock in the respondent's decision to attend Brock

Only 7% of the survey population indicated that the presence of friends at Brock was a very important consideration for them; 71% cited "not important".

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	23	7
moderately important (+)	79	22
not important (0)	250	71

Geographic Area

Respondents in the eastern Ontario and northern Ontario regions had the highest rate (17%) indicating the presence of friends at Brock as a very important consideration in their decision to attend the university. In southwestern Ontario, none of the survey respondents indicated "very important".

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	9	7	4	5	2	4	0	0	3	10	3	17	2	17
+	37	29	13	17	12	22	4	14	5	17	3	17	4	33
0	83	64	61	78	40	74	24	86	22	73	12	67	6	50

Academic Major *

The highest "very important" group rate was recorded by administration majors (20%), while none of the 95 child studies respondents considered friends attending Brock as a very important factor.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	8	20	0	0	3	4	4	7	8	10
+	13	32	17	18	14	18	14	25	20	24
0	20	49	78	82	60	78	38	68	54	66
										*p<.05

Academic Standing

Rates were quite balanced for the three academic groups regarding "very important" and "moderately important" responses, though "C" level students recorded the lowest rate of "not important" responses to the question of friends at Brock as a factor (67%).

	<u>(C)</u>		<u>(B)</u>		<u>(A)</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	11	9	8	5	4	7
+	30	24	35	21	14	24
0	82	67	127	75	41	70

20.E) Consideration of Brock's growing reputation for academic excellence in the respondent's decision to attend Brock

One in four respondents (24%) indicated that Brock's growing academic reputation was a very important consideration, while a slightly smaller number (22%) did not consider it to be an important factor.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	83	24
moderately important (+)	192	54
not important (0)	78	22

Geographic Area

Students from west central Ontario and the Toronto region had the highest "very important" response rates (30%), while respondents from southwestern Ontario had the highest "not important" rate concerning Brock's academic reputation's impact on their decision to attend.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	31	24	19	24	16	30	4	14	9	30	2	11	1	8
+	70	54	45	58	28	52	15	54	13	43	12	67	8	67
0	29	22	14	18	10	19	9	32	8	27	4	22	3	25

Academic Major

Administration majors had the highest group response concerning Brock's academic reputation as a factor in their registration at the university (32% cited "very important"), while only 18% of the humanities/social science majors responded to this measure.

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	13	32	24	25	15	20	16	29	15	18
+	21	51	53	56	41	53	30	54	46	55
0	7	17	18	19	21	27	10	18	22	27

Academic Standing

"A" students responding to the survey indicated Brock's growing reputation as a very important consideration at the highest rate of all groups (28%), though "not important" response rates were close to being the same for "A", "B", and "C" respondents.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	23	19	43	25	17	28
+	71	58	92	54	29	48
0	29	24	35	21	14	23

20.F) Consideration of Brock's modern facilities in the respondent's decision to attend Brock

A third of the survey respondents (33%) viewed Brock's modern facilities as a very important factor in their decision to register, while only 13% (47 students) did not consider this to be important.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	117	33
moderately important (+)	186	53
not important (0)	47	13

Geographic Area

Southwestern Ontario respondents had the highest rate of "very important" responses to the question of Brock's facilities being a factor in their decision to attend (41%), while eastern Ontario students had the highest rate of "not important" responses (24%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	43	33	26	33	18	33	11	41	8	27	6	35	3	25
+	67	52	43	55	30	56	11	41	18	60	7	41	9	75
0	19	15	9	12	6	11	5	19	4	13	4	24	0	0

Academic Major

Science respondents registered the highest rate of "very important" responses (52%), no doubt due to the new science complex at Brock. Child studies and administration majors responded at the lowest rate (26%) in this category.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	43	33	26	33	18	33	11	41	8	27	6	35	3	25
+	67	52	43	55	30	56	11	41	18	60	7	41	9	75
0	19	15	9	12	6	11	5	19	4	13	4	24	0	0

Academic Standing

"A" level students had the highest rate of "not important" responses (21%), while 89% of the "B" students and 87% of the "C" students considered Brock's modern facilities to be either "somewhat" or "very" important considerations in the decision to attend the university.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	40	33	59	35	18	31
+	66	54	92	54	28	48
0	16	13	19	11	12	21

20.G) Consideration of Brock's varsity sports program in the respondent's decision to attend Brock

Only 11% of the surveyed students considered Brock's varsity athletics to be a very important factor in their decision to attend; almost half (172 students) did not view them as at all important in their decision to register at Brock.

<u>importance</u>	<u>frequency</u>	<u>percent of total</u>
very important (++)	37	11
moderately important (+)	140	40
not important (0)	172	49

Geographic Area *

Students from outside of Niagara responded at higher levels than local students concerning the impact on their decision to enrol at Brock of the varsity sports program. In Niagara, only 4% viewed the sports program as a "very important" factor. For northern Ontario, west central Ontario, and southwestern Ontario, the rates were 25%, 23%, and 19% respectively.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	5	4	9	12	6	11	5	19	7	23	2	12	3	25
+	50	39	37	47	21	40	13	48	8	27	4	24	5	42
0	74	57	32	41	26	49	9	33	15	50	11	65	4	33

*p<.05

Academic Major *

24% of the physical education/recreation majors viewed Brock's varsity sports as a "very important" consideration in their decision to

attend; more than half of the child studies, science, and humanities/social science majors considered them to be "not important".

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/ScoSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	4	10	6	6	18	24	5	9	4	5
+	19	49	36	38	40	53	20	36	24	29
0	16	41	53	56	18	24	31	55	54	66

* p<.05

Academic Standing *

"C" students had twice the "very important" response rates of the other two groups (16%). 67% of the "A" students indicated that Brock's varsity sports programs were not important considerations in their decision to enrol at Brock.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	29	16	13	8	4	7
+	53	43	72	43	15	26
0	59	40	84	50	39	67

* p<.05

21. Respondent preference of university location: within commuter distance, more than three hours distant, less than three hours distant, distance not important

24% of the survey respondents indicated that they would prefer to attend a university within commuting distance of their home. Almost half of the students surveyed (45%) preferred to attend a university away from home, but less than three hours distant.

<u>location</u>		<u>frequency</u>	<u>percent of total</u>
close enough to commute (comm)		85	24
far away	(+3 hrs)	25	7
away from home	(- 3 hrs)	161	45
not important	(NI)	85	24

Geographic Area

Of the Niagara respondents, 46% indicated a preference for attending university on a commuter basis (which of course, they were currently doing). 29% of the students from Niagara, given free choice, preferred to attend university away from home (compared to 71% of southwestern Ontario students, 73% of eastern Ontario students, 70% of west central Ontario respondents).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
comm	60	46	11	14	6	11	1	4	3	10	2	11	0	0
+3hrs	9	7	4	5	3	5	4	14	0	0	1	6	4	33
-3hrs	28	22	49	61	32	57	16	57	21	70	12	67	3	25
NI	32	25	16	20	15	27	7	25	6	20	3	17	5	42

Academic Major *

Physical education/recreation majors had the highest group response concerning a desire to attend university away from home (69%), while humanities/social science majors and science majors registered the highest group rates for commuter-proximity location of a university (35% and 30% respectively). It should be remembered that

these two groups led all of the others in terms of the percentage of their students from the local area (54% of science majors from Niagara, 58% of humanities/social science majors from Niagara).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
comm	11	27	19	20	8	10	17	30	29	35
+3hrs	6	15	5	5	7	9	4	7	3	4
-3hrs	17	42	49	51	47	60	20	36	28	33
NI	7	17	23	24	16	20	15	27	24	29
										*p<.05

Academic Standing *

45% of the "A" level students indicated a preference for commuting to university, the highest rate of any groups (half of all "A" level respondents to the survey were from Niagara). "C" level and "B" level students preferred attending university away from home at about the same rate (55% and 56% respectively).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
comm	23	18	35	21	27	45
+3hrs	8	6	16	9	1	2
-3hrs	62	49	80	47	19	32
NI	33	26	39	23	13	22
						* p<05

22. Respondent preference for undergraduate calendar mailing prior to early admission date in June

86% of the survey respondents felt that they would have preferred to receive the Brock undergraduate calendar (which provides detailed program information) well before the mid-June early admission date,

the indication being that this information would have helped them to research the university more thoroughly. In 1985-86, the calendar was sent only to those being offered admission, and not to all applicants.

<u>response</u>	<u>frequency</u>	<u>percent of total</u>
yes	306	86
no	50	14

Geographic Area

Respondents from northern Ontario and west central Ontario had the highest "yes" group rates (92% and 90%) indicating that the calendars would have been preferred earlier, while students from the Toronto region had the highest "no" rate (20%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	112	86	70	88	45	80	23	82	27	90	15	83	11	92
no	17	13	10	13	11	20	5	18	3	10	3	17	1	8

Academic Major *

Humanities/social science majors responded at the highest rate concerning the need for the calendar earlier in the year (96% voted "yes"), while science majors had the highest "no" rate (25%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	33	81	84	88	65	82	42	75	81	96
no	8	20	11	12	14	18	14	25	3	4

* p<.05

Academic Standing

"B" students appeared to desire the calendar most, since they registered the highest "yes" rate of all three groups (88%). "A" respondents, by a small margin over the "C" level students, had the lowest "yes" rate (82%).

	<u>(C)</u>		<u>(B)</u>		<u>(A)</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	106	84	151	88	49	82
no	20	16	19	11	11	18

23. Respondent attitudes to Sneak Preview

Sneak Preview, an event organized by the Registrar's Office at Brock, provides an opportunity for students and parents to visit Brock's campus, talk with professors and counsellors, and attend seminars prior to the start of the university year. Currently, Sneak Preview runs in May (prior to early admission offers); at the time of this report, however, Sneak Preview was intended only for those students (and their parents) who had received and accepted offers of admission in June of 1985.

64% of the survey respondents had not attended Sneak Preview, despite receiving an invitation. Of those who did attend, 35% considered the day to be very enjoyable and worthwhile, while only 10% considered it to be a complete waste of time.

<u>response</u>		<u>frequency</u>	<u>percent of total</u>	<u>adj %</u>
very enjoyable and worthwhile	(a)	44	12	35
somewhat enjoyable and worthwhile	(b)	67	19	54
a waste of time	(c)	13	4	10
did not attend	(d)	230	64	

Geographic Area *

Of the 128 students from Niagara who responded to this question, only 26 (20%) actually had attended Sneak Preview. Higher attendance rates (at least 40%) were noted for all other geographic areas except northern Ontario (where two of 12 respondents had attended). Students from southwestern Ontario, the Toronto region, and west central Ontario had the highest rates of "very" or "somewhat enjoyable and worthwhile" (100%, 96%, and 92% respectively).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(a)	9	35	12	32	8	32	6	46	6	50	2	25	1	50
(b)	13	50	21	57	16	64	7	54	5	42	5	63	0	0
(c)	4	15	4	11	1	4	0	0	1	8	1	12	1	50
(d)	102		43		30		15		18		10		10	

* $p < .05$

Academic Major *

Almost half of the child studies students (48%) who responded to the survey had attended Sneak Preview, compared to only 22% of the humanities/social science majors. Administration and physical education/recreation had the highest "very enjoyable and worthwhile"

group response rates (40% and 38% respectively), while humanities/social science majors had the highest "waste of time" rate (20%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(a)	6	40	15	33	11	38	5	31	6	30
(b)	8	53	26	57	16	55	9	56	8	40
(c)	0	0	5	11	2	7	2	13	4	20
(d)	26		50		50		40		64	

* p<.05

Academic Standing *

"A" students who responded to the survey had the lowest group rate concerning attendance at Sneak Preview (22%), compared to 42% attendance for the "B" level students. 91% of the "B" students indicated that they found the experience to be either "very" or "somewhat enjoyable and worthwhile", the highest rate for all three academic groups.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
(a)	11	28	28	39	5	38
(b)	24	60	37	52	6	46
(c)	5	13	6	8	2	15
(d)	83		100		47	

* p<.05

24. Respondent dependency on Ontario Student Assistance Program (OSAP) grants and loans to continue at university

Only about one in three respondents (36%) reported that they were dependent on OSAP to fund their university studies. It should be remembered that 37% of all survey respondents were commuter-students from Niagara; their annual educational costs would be approximately half of what non-Niagara students paid, due to free (or at least cheap) meals and accommodation at home.

<u>response</u>	<u>frequency</u>	<u>percent of total</u>
yes	129	36
no	227	64

Geographic Area *

Predictably, Niagara respondents were least dependent on OSAP (26%) of the geographical groups, while northern Ontario students were most dependent (67%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	34	26	40	50	16	29	12	43	13	43	6	33	8	67
no	96	74	40	50	40	71	16	57	16	53	12	67	4	33

* p<.05

Academic Major

Physical education/recreation and child studies respondents registered the highest group rates concerning OSAP need (43% and 42% respectively), while humanities/social science respondents were least dependent (27%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	13	32	40	42	34	43	19	34	23	27
no	28	68	56	58	45	57	37	66	60	71

Academic Standing

"B" level students responded at the highest rate regarding OSAP dependency (39%), while "A" level respondents registered the lowest rate (28%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
yes	46	37	66	39	17	28
no	79	63	105	61	43	72

25. Respondent rating of assistance provided by high school guidance counsellors in the respondent's university selection and career planning

One in five respondents (19%) indicated that they were helped very much by their high school counsellors. However, 41% noted that the counsellors either were of "no help" or "hindered and confused" them.

<u>response</u>		<u>frequency</u>	<u>percent of total</u>
helped very much	(++)	67	19
helped somewhat	(+)	141	40
no help at all	(0)	100	28
hindered and confused (-)		47	13

Geographic Area

Niagara respondents had the highest rate of all groups regarding "no help at all" and "hindered and confused me" responses (50%), while the rates in this regard for southwestern Ontario, west central Ontario, and eastern Ontario respondents were 21%, 24%, and 28% respectively.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	14	11	15	19	15	29	5	18	10	33	4	22	4	33
+	50	39	31	39	17	30	17	61	13	43	9	50	4	33
0	43	33	23	29	15	27	4	14	5	17	4	22	3	25
-	22	17	11	14	8	14	2	7	2	7	1	6	1	8

Academic Major *

Administration and physical education/recreation majors were most enthusiastic regarding the help they received from their school counsellors (27% of respondents in both groups answering "helped very much"), while science and humanities/social science respondents had the lowest group rate for "helped very much" responses (11% and 12% respectively).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	11	27	18	19	21	27	6	11	10	12
+	11	27	44	46	31	39	27	48	28	33
0	16	39	23	24	19	24	15	27	27	32
-	2	5	11	12	7	9	8	14	19	23

*p<.05

Academic Standing

65% of the "A" level students felt that their school guidance counsellors had helped them either "very much" or "somewhat"; "B" grade respondents were least eager to offer their counsellors praise for assistance (44% answering "no help at all" or "hindered and confused me"). These answers are quite consistent to those given in survey question 17.D), regarding the influence of teachers/counsellors on the respondent's university and career-related decisions.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
++	26	21	33	19	8	13
+	49	39	61	36	31	52
0	32	25	52	30	16	27
-	19	15	23	14	5	8

26. Respondent's degree of religious conviction

51% of those who responded to the survey indicated that they were "strongly" or "moderately" religious; almost one in five (18%) said that they were not at all religious.

<u>response</u>	<u>frequency</u>	<u>percent of total</u>
strongly religious	31	9
moderately religious	148	42
slightly religious	101	28
not at all	65	18

Geographic Area

Southwestern Ontario had the highest group rate concerning "strongly" or "moderately" religious (61%). West central Ontario had the highest rate of all geographic regions regarding "not at all religious" responses (27%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
str	14	11	6	8	4	7	3	11	1	3	2	11	0	0
mod	57	44	35	44	15	27	14	50	13	43	8	44	5	42
slt	32	25	19	24	22	39	9	32	8	27	4	22	6	50
n/a/a	23	18	17	21	12	21	2	7	8	27	3	17	0	0

Academic Major

58% of the child studies majors considered themselves moderately or very religious (the highest group rate). By comparison, administration majors had the highest group rate for "not at all religious" (29%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
strongly	1	2	10	10	4	5	8	14	8	10
moderately	16	39	46	48	35	44	17	30	33	39
slightly	10	24	27	28	22	28	21	38	21	25
not at all	12	29	12	13	15	19	10	18	16	19

Academic Standing

55% of the "A" students (strongly represented by child studies majors) responded that they considered themselves to be "strongly" or "moderately religious", while over half (51%) of the "C" students reported that they were "slightly" or "not at all" religious.

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
strongly	13	10	9	5	9	15
moderately	43	34	81	47	24	40
slightly	37	29	48	28	16	27
not at all	28	22	27	16	10	17

Public vs Private *

A further cross-tabulation examined the religious conviction (self-reported) of public and catholic school respondents. Whereas 80% of the catholic school respondents considered themselves either "very" or "moderately religious", only 43% of the public high school graduates

responded in this fashion. The public school respondents had three times the response rate to "not at all religious" as did the catholic students (21% versus 7%).

	<u>public</u>		<u>separate</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
strongly	22	8	7	11
moderately	102	35	43	69
slightly	93	32	7	11
not at all	61	21	4	7

27. Respondent's characterization of personal political views

40% of the survey respondents indicated that they considered themselves to be "middle of the road" politically, with only two students opting for extremist positions (far left or far right). Liberal views outdistanced conservative attitudes 35% to 23%.

<u>response</u>	<u>frequency</u>	<u>percent of total</u>	<u>adjusted %</u>
Far Left	3	1	1
Liberal	112	31	35
Middle of the Road	126	35	40
Conservative	74	21	23
Far Right	3	1	1

Geographic Area

Niagara respondents led all groups in terms of "middle of the road" political views (45%), while southwestern Ontario had the highest group percentage of liberal attitudes (56%). Respondents in west central Ontario and eastern Ontario indicated the highest rate of all groups for conservative political views (28%).

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Left	2	2	0	0	0	0	0	0	0	0	1	6	0	0
Lib	32	29	28	41	16	31	14	56	9	31	7	39	5	42
MOR	49	45	25	36	21	40	9	36	12	41	3	28	4	33
Cons	26	24	16	23	13	25	2	8	8	28	5	28	3	25
Right	1	1	0	0	2	4	0	0	0	0	0	0	0	0

Academic Major

Humanities/social science majors had the highest group rate concerning "middle of the road" political attitudes (44%), while child studies and administration students had the highest "conservative" percentages (29%), and physical education/recreation students registered the highest "liberal" politics rate (45%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Left	0	0	0	0	1	1	0	0	2	3
Liberal	16	42	24	28	33	45	17	35	21	29
MOR	11	29	36	42	27	37	20	42	32	44
Cons	11	29	25	29	11	15	11	23	16	22
Right	0	0	0	0	1	1	0	0	2	3

Academic Standing

"A" grade students indicated the highest rate for all three groups of "middle of the road" responses (49%), and had the lowest group rate concerning conservative political views (16%). "C" level students recorded the highest rate of "liberal" views (40%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
Left	2	2	1	1	0	0
Liberal	45	40	49	32	18	35
MOR	42	38	59	38	25	49
Cons	21	19	45	29	8	16
Right	2	2	1	1	0	0

30. Respondent's overall comparison of Brock with the other Ontario universities

In a general sense (academically, socially, culturally, athletically, etc.), the majority of survey respondents (62%) placed Brock in the "middle five" group of the 15 Ontario universities. An almost identical percentage placed Brock in the "top five" and "bottom five" (18% and 19% respectively).

<u>rating</u>	<u>frequency</u>	<u>percent of total</u>
Brock is in top 5	64	18
Brock is in middle 5	220	62
Brock is in bottom 5	66	19

Geographic Area

Respondents from the Toronto region had the lowest group rate indicating Brock as being in the "top five" group (7%), while the eastern Ontario region had the highest rate in this regard (39%). Every geographical group had the highest percentage of it's own group's responses in the "middle five" category.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
top 5	25	19	13	16	4	7	4	14	7	23	7	39	4	33
mid 5	78	60	54	68	37	66	17	61	16	53	7	39	8	67
bot 5	22	17	13	16	14	25	7	25	7	23	3	17	0	0

Academic Major *

Science majors had by far the highest group response rate regarding "top five" selections (38%). Administration and child studies majors had the highest rate of response indicating Brock as being in the "bottom five" group of universities (24%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
top 5	5	12	12	13	20	25	21	38	6	7
mid 5	25	61	59	62	46	58	29	52	60	71
bot 5	10	24	23	24	12	15	5	9	16	19

* $p < .05$

Academic Standing

"C" students indicated Brock at the highest group rate for "bottom five" responses and the lowest group rate for "top five" responses (21% and 15% respectively).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
top 5	19	15	33	19	12	20
mid 5	77	61	108	63	35	58
bot 5	27	21	27	16	12	20

Perception of Brock

A further cross-tabulation examined how Brock was perceived, in a general sense, by OUAC choice selection.

Students who indicated Brock as their first choice on their university application had by far the highest rate of selecting Brock as a "top five" institution (26%). Third choice students had the lowest group rate of selecting Brock as a "top five" university (9%), and also had the highest group rate indicating Brock as a "bottom five" institution (26%).

OUAC choice

	<u>1</u>		<u>2</u>		<u>3</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
top 5	41	26	12	15	9	9
mid 5	89	56	55	71	60	61
bottom 5	27	17	10	13	25	26

31. Respondent's attitude regarding the main educational purpose of universities today

Students were asked whether universities should be striving to

a) provide vocational training for students, allowing them to develop skills and techniques directly applicable to their chosen career b) provide a broad educational base for students which is rooted in the liberal arts, and fosters an appreciation of ideas and values c) provide a balance of both vocational training and the liberal arts.

One in five respondents (20%) indicated a preference for vocational training, while a scant 2% advocated a purely liberal arts-based approach. The majority of students (78%) advocated a balance between the two emphases.

<u>purpose</u>		<u>frequency</u>	<u>percent of total</u>
vocational training	(voc)	70	20
broad liberal arts base	(lib arts)	8	2
a balance of the two	(balance)	277	78

Geographic Area

Students from west central Ontario had the highest group rate in terms of preference for a balanced approach (90%), and the lowest rate for all groups in reference to vocational training (10%). Halton to Haldimand region respondents had the highest liberal arts preference of any group, but it was a mere 5%.

	<u>Niag</u>		<u>Halt/ Hald</u>		<u>Tor</u>		<u>SW</u>		<u>WC</u>		<u>E</u>		<u>N</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
voc	28	22	18	23	9	16	5	18	3	10	4	22	3	25
lib arts	2	2	4	5	1	2	1	4	0	0	0	0	0	0
bal- ance	99	76	58	73	46	82	21	75	27	90	14	78	9	75

Academic Major *

Science students had the greatest group preference for a practical skills emphasis in a university program (36%), while humanities/social science students responded at the lowest rate (10%).

	<u>Admin</u>		<u>ChSt</u>		<u>PE/Rec</u>		<u>Sci</u>		<u>Hum/SocSci</u>	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
voc	10	24	14	15	18	23	20	36	8	10
lib arts	1	2	0	0	3	4	1	2	3	4
balance	29	71	81	84	58	73	35	63	73	87

*p<.05

Academic Standing *

All groups responded at approximately the same rates, with "C" students registering the highest "vocational" rate (21%) and the lowest "balance" rate (75%).

	(C)		(B)		(A)	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
voc	27	21	31	18	12	20
lib arts	4	3	4	2	0	0
balance	95	75	136	80	46	77

*p<.05

Discussion of the Hypotheses

Earlier in this report, four directional hypotheses were put forward. Each hypothesis will now be addressed individually.

Hypothesis #1: Freshman student respondents will indicate that Brock's active promotional effort (including school presentations, promotional film and literature, campus visit program, etc.) positively influenced them during their exploration for a university.

Overall, students in this survey responded very favorably to the various promotional means employed by Brock in its high school recruitment effort. The level of expressed "very positive" or "somewhat positive" influence was 75% for the promotional handbook, 72% for a Brock UIP (University Information Program) presentation the previous fall, 78% for a Brock ISV (independent school visit) presentation the previous fall, 71% for a Brock ISV presentation that spring, 88% for a Brock campus visit, and 72% for a discussion with a Brock professor regarding an academic program. 59% indicated support for the "Isaac Brock Wants You" marketing theme, and 89% of the survey respondents who had attended Sneak Preview found it to be either somewhat or very enjoyable and worthwhile.

The rationale behind Brock's recruitment approach is quite simple: if the students are being told that Brock (despite its recent dramatic growth) is a university where a personal and informal environment prevails, where the students are genuinely cared about, then that should be emphasized and reinforced through all contact with these prospective applicants. Publications have been designed to be both informative and inviting; all mailings from the External Relations

office to high school seniors have been accompanied by personalized covering letters which extend an open invitation for a day on campus, and an opportunity to chat with students and faculty. Information sessions are conducted in an upbeat and unpretentious fashion, with an emphasis placed not exclusively on academics, but a well-rounded university experience which allows students opportunities to develop their many dimensions.

Further, Brock is one of only a handful of Ontario universities which actively liaise with prospective registrants in person between the time the students apply at Christmas and the early admission period in June. Liaison representatives travel extensively throughout the province each spring, providing more information to Brock applicants enrolled in Ontario high schools. Students perceive that Brock really cares about them through this series of follow-up visits.

Though the vast majority of survey respondents indicated that they were substantially influenced by Brock's promotional approach, the praise was not unlimited. For example, 70% of the students considered Brock's promotional material to be "about the same" as that of other universities, and more students responded that Brock's were poorer (20%) than superior to the competition (12%). As well, only 48% of the survey respondents were somewhat or very positively influenced by the university's promotional film used during high school presentations. A ten minute promotional film has a viable life span of about three years, and costs from twenty to thirty thousand dollars to produce. With this kind of expense involved, a university must take measures to ensure that it is creating a viewpiece which will motivate students to look

further into the institution; an emotional connection must be elicited for film to be beneficial.

Sub-group analysis indicated that respondents from outside the Niagara region were more influenced by Brock's recruitment measures than were local students, and that child studies and physical education/recreation majors were more receptive to these measures than those in other academic programs. "A" grade students were most positively influenced by Brock promotional efforts which involved personal contact, either through a campus visit (which involved contact with Brock tour guides, students, and faculty) or through a Brock Liaison information session.

Hypothesis #2: Parents (not friends, brothers/sisters, or guidance counsellors and high school teachers) will be designated by the students as having the most influence in the university decision-making process.

In terms of survey response rates relevant to the level of influence for the abovementioned groups of "significant others", 34% of the students indicated that their parents had influenced them greatly concerning university-related matters, while the "influenced greatly" rates for brothers/sisters, friends, and teachers/counsellors were only 11%, 13%, and 16% respectively. When asked to choose which of the groups exerted the greatest influence on their decision-making, 57% of the respondents indicated parents, while much lower rates were recorded for the other groups (teachers/counsellors 22%, friends 14%, brothers/sisters 7%). These results closely resemble those obtained in the Carleton University freshman survey (previously cited), in which

61% of the survey respondents pointed to parents as being the most "significant others".

In recognition of the influence wielded by parents over the university-related decision-making of their sons and daughters, Brock (and many other institutions) have begun to target special mailings of publications, and on-campus experiences, to this group. During Sneak Preview, for example, specific seminars and presentations of interest to parents have been introduced, involving such topics as educational finances and the psychology/sociology of the university student .

Sub-group analysis revealed that respondents from the Niagara region were most strongly influenced in university decision-making by their parents, and had the lowest group response rate to influence from teachers/counsellors. Friends and teachers/counsellors had greater influence on survey respondents from more distant areas, such as in the northern Ontario region. Science and child studies majors indicated the highest degree of influence from their parents, while physical education/recreation respondents were the most influenced of all groups by teachers and counsellors. Administration majors led all academic major groups in terms of influence from friends. Whereas "A" and "B" level students were predominantly influenced in university decision-making matters by their parents and teachers/counsellors, "C" level respondents (though also influenced by teachers/counsellors and parents) were the most highly influenced of all groups from friends.

Hypothesis #3: Brock registrants will view a university's reputation as less of a priority concern than an enjoyable lifestyle in a personal learning atmosphere (i.e., small classes, friendly and dedicated professors, amiable classmates, etc.).

In terms of "very important" responses to the various university priorities mentioned in the survey, 30% of the students indicated that a university's reputation was a top priority. Higher rates of "very important" responses however, were registered for priorities that concerned an enjoyable lifestyle in a personal learning atmosphere (friendly, dedicated professors - 81%; small, personal classes - 66%; frequent parties and social activities - 30%; good athletics facilities and intramural sports - 43%; a pleasant geographical location -45%). 49% of those surveyed said that Brock's small size, and the connotation of a personal and informal campus environment, were very important factors in their decision to attend the university.

Three out of four students who responded to the survey (73%) had indicated their approval of "lifestyle" advertising by universities suggesting that the attraction to a university involves more than academic considerations on the part of the student.

Sub-group analysis indicated that while students from Niagara were most concerned with institutional reputation and academic concerns, students coming to Brock from more distant regions were more concerned with the various facets of an enjoyable university lifestyle in a personal learning atmosphere. Niagara students also leaned more towards pragmatic and financial considerations concerning university selection, with Brock chosen because of its proximity to home and subsequent cost savings. Physical

education/recreation students were most concerned with the "lifestyle" offerings of university, while science majors considered them the least important of all five academic major groupings. Overall, "C" students appeared to have lifestyle as a greater university priority than academics, while more serious attitudes to scholarly pursuits prevailed with the "B" and "A" grade respondents.

Hypothesis #4: A preference for practical job skills and co-operative/internship programs over traditional liberal arts courses will be reported by the students.

79% of the survey respondents indicated an interest in co-operative study programs at university, while only 8% had no attraction to this blend of interspersed theory and practical application. A rejection of a purist approach through the liberal arts at university was registered, with only 2% of the survey respondents preferring this traditional emphasis. While 78% of the students cited acceptance of a university education which involved both technical skill acquisition and a liberal arts base, one in five (20%) preferred an academic emphasis that was dominated by vocational skills and information directly pertinent to a specific career area.

Summary of Chapter Four

This study has dealt with the compilation and analysis of demographic and attitudinal data concerning the 1985 freshman class at Brock University. In addition to the calculation of total scores and percentages for the variables, three subgroups (based on geographical home location, intended academic major, and high school graduating average of respondents) were investigated to identify differences between segments of the survey population.

Of the 357 respondents to the survey, 36% were from the Niagara region, 22% were from the proximal areas of Halton to Haldimand, 16% were from the Toronto region, and the remaining 26% were from other regions. The majority of the students were graduates of the public school system (81%), and almost half (44%) had indicated Brock as first choice on their universities application form. Although 49% of the respondents had been offered admission by all three of their OUAC choices, 19% of the students had only been offered admission by Brock. 35% of those surveyed had high school graduation marks in the "C" range (60-69%), while 48% had scored at the "B" level (70-79%) and the remaining 17% were "A" calibre students. Female students dominated the survey population (68%).

Child studies and physical education/recreation majors were highly represented in the survey (27% and 22% respectively), while 12% of the respondents were majoring in one of the three administration streams. Science students made up 16% of the total group, and humanities/social science respondents totalled 23%. 19% of the respondents' mothers and 23% of the respondents' fathers were college/university graduates.

McMaster University (18%), The University of Western Ontario (15%), The University of Guelph (11%), and Wilfrid Laurier University (10%) were cited most often by survey respondents as institutions which they might have attended had they not come to Brock.

The students responded positively to all of Brock's promotional and recruiting measures (Liaison presentations, campus visits, publications, and discussions with Brock faculty were all rated as "somewhat" or "very positive" influences by not less than 71% of the respondents), with the exception of the university's promotional film which was cited as a "very" or "somewhat positive" influence by only 48% of the respondents. Though 70% considered Brock's promotional media to be of similar quality to that of other universities, 59% reacted positively to the "Isaac Brock Wants You" marketing theme. 73% of the survey respondents were in favor of universities using "lifestyle" or "image" advertising in their marketing approach to high school students.

Parents were, by far, the group of "significant others" who had the greatest degree of influence concerning the university-related decisions of the students. 57% of those surveyed cited their parents as the most influential group, with high school teachers/counsellors, friends, and brothers/sisters well back in the selection (22%, 14%, and 7% respectively).

In terms of "general university concerns", the top priorities (rated as "very important" by respondents) were: 1) friendly, dedicated professors (81%) 2) small, personal classes (66%) 3) a centralized campus, with all buildings and facilities in close proximity to one another (64%) 4) excellent research and library facilities (57%)

5) guaranteed residence accommodation (55%). Those university concerns most often mentioned as being "not important" considerations were: 1) modern and extensive computer facilities (45%) 2) a politically-active student body (39%).

Specific Brock factors which were rated most often by survey respondents as being "very important" included Brock's small size (49%), Brock's location within commuting distance of the respondent's home (45%), and a specific academic program not offered at many other universities (34%). The indication is that local respondents chose Brock mainly for pragmatic and financial reasons, while students from outside the Niagara region were attracted to Brock for one (or more) of three reasons: a specific academic program, a preference for the more personal education approach offered by a smaller university, or because their marks were of such mediocre calibre that their admission to Ontario universities was restricted to those institutions of a less-selective nature (vis a vis entrance requirements).

An interesting observation was that while 52% indicated a preference for attending an out-of-town university, 45% preferred to attend an institution that was less than three hours distant. The assumption is that, while students want to display their independence and maturity by living away from home, they don't want to be too far from the nest (thus permitting occasional contact with their parents and hometown friends).

36% of the respondents to the survey indicated that they were dependent on OSAP grants and loans to continue at university, with the vast majority of these respondents living outside of the Niagara region. Of the 23% "A" calibre respondents who indicated that they had received

an entrance scholarship from Brock, 68% cited a "very positive" influence on their decision to attend the university.

Politically speaking, 40% of the respondents considered themselves to be "middle of the road", while liberal attitudes outdistanced conservatism (35% to 23%). Twice as many students indicated that they were "not at all religious" as answered "strongly religious" (18% versus 9%), though 42% considered themselves to be moderately religious.

Survey respondents indicated overwhelmingly (78%) that universities today should be striving to provide a balance between job-oriented vocational skills and a broad educational base rooted in the liberal arts. An almost identical proportion of students (79%) indicated interest in co-operative study/internship programs at university which provide students with a combination of textbook theory/classroom discussion and practical application in the workplace.

Students strongly endorsed "campus information days" organized by universities, in which high school seniors from across the province were invited to attend special seminars and events on-campus. 87% of the survey respondents who had attended one (or more) of these events considered them to be worthwhile activities which served to heighten their interest in the particular institution.

Though 59% of the survey respondents reported that they were helped either "somewhat" or "very much" by their high school guidance counsellors in terms of university selection and career planning, an alarming 41% noted that their counsellors were of "no help at all" or "hindered and confused" them.

86% of the students felt that Brock's arts and science admission requirements (low to mid 60's on six grade 13 credits) were adequate; 13% considered them too low.

Finally, in an overall or general sense, 62% of those surveyed indicated that Brock was in the "middle five" of the fifteen Ontario universities. However, a slightly larger proportion viewed Brock in the "bottom five" than placed the university in the "top five" (19% versus 18%). The obvious connotation is that a relatively small portion of the freshman class consider Brock to be a "high status" institution.

Chapter Five

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Two stonecutters were working on the reconstruction of St. Paul's in London, when Sir Christopher Wren asked each what he was doing. The first replied, "I am cutting stone". The second answered, "I am building a cathedral".

The importance of universities today can hardly be overestimated. They educate our future leaders in every field, including law, medicine, engineering, politics, science, theology, education and the performing arts. They foster a wide range of essential cultural activities, and contribute a major portion of the basic and applied research which undergirds our economy.¹ They provide a setting in which ideas of all sorts are developed, scrutinized, discussed and evaluated. They encourage students and faculty to pursue knowledge both as a good in itself and as a means of solving problems in a changing world. They make the resources of learning available to their community in an effort to nurture intelligence, creativity, and sensitivity in all citizens.² No area of human activity exists that is not dependent in some way on our universities.

The relationship between the university and society is symbiotic. Society needs the knowledge which the university preserves and extends; the university cannot meet that need without the support of the society that must nourish it. Universities must comprehend the past, live in the present, and exist to serve the future. Their task is not to simply train people for precise fitting into already tailored slots; rather, it is to educate minds which will shape society for tomorrow, that will liberalize and humanize people for the future.³

Restatement of the Study Rationale

In the coming years, universities will be faced with what George Keller calls the "new tableau of higher education".⁴ It brings these institutions face to face with a host of problems and changes: a declining pool of high school seniors (the traditional university clientele), pessimistic attitudes on the part of a segment of society concerning the value of post-secondary study, diminishing funding from government, escalating operating costs, declining interest in the liberal arts programs, rapidly aging faculty, the technological imperatives of the computer and information age. All of these issues and others will create intensified competition between universities in the years ahead.

Not all institutions will triumph and prevail into the 1990's; some, that adhere to a laissez-faire approach of campus administration and take no steps to assess and improve their product and position, risk that they may fade into obscurity or even perish. Those that recognize these upheavals and adopt an active, change-oriented management plan of action will greatly enhance their chances of sustained growth and prosperity in the future.

The era of strategic planning has arrived.

Internal institutional examination and external analysis of the environment are key components of strategic planning. Universities must come to an understanding of who they are, how they are currently presenting themselves, and how their presentation is actually being perceived by their potential markets, their community, and the nation. They must gain insight into the dynamics of the external environment which, though not controllable, can be adapted to and capitalized upon.

This research paper had centred around Brock University's position in this scenario of risk and opportunity. As a relatively small, young, predominantly liberal arts institution with less prestige and selectivity than many of its counterparts in the province, Brock's rapid progress in the 1980's could be slowed, halted, or reversed unless it forges a strategic plan.

Integral to such a plan is research into the student pool which fuels the freshman class. Brock must obtain crucial information about the influences, priorities, attitudes, personal characteristics, and expectations of the students it is currently attracting to capitalize on what it is doing well, and correct or improve on areas where it is lacking. Without knowledge of who the freshman are, where they are coming from, and why they are being attracted, Brock cannot mount an effective recruitment effort as an important facet of the institution's overall strategic plan.

Main Features of the Method

A four-page survey was administered to two large freshman classes at Brock which, it was assumed, would provide a high proportion of all year one students who had proceeded to the university directly from high school, and also provide a balance between the various subject majors. Objective and subjective information was obtained through a series of fixed-alternate questions. The survey probed into such areas as the influence of various Brock recruiting measures, the student-established priority of general university concerns, the influence of "significant others" in the university-related

decision-making process of the student, and the identification of universities with which Brock is in key competition.

Sub-group data was created through variable cross-tabulation of 1) geographic home area of respondent 2) intended academic major of respondent, and 3) high school graduating average of respondent.

Conclusions of the Study

This study has provided valuable demographic and attitudinal data for Brock's freshman class. The four directional hypotheses put forward all proved to be substantiated by the resultant survey statistics, indicating that: 1) the respondents were positively influenced by Brock's current promotional and recruitment effort concerning high school seniors 2) parents were the most dominant source of influence for the students regarding decisions on university matters 3) respondents viewed institutional prestige and reputation as less of a priority concern than an enjoyable university lifestyle in a personal learning atmosphere 4) students were keenly interested in an academic program at university which had, as a program component, co-operative study/internship experiences.

What clearly comes through in the research is that the students coming to Brock, although not always in possession of a top-flight academic record from high school, relate to the personal approach which Brock emphasizes through its literature, its recruitment presentations, its correspondence with prospective students, and the on-campus experiences it provides for these prospective registrants. Brock has been successful in communicating to students its institutional values, i.e., a seminar-centred, personal approach to higher education.

Brock must continue to put emphasis on the content and quality of its recruitment publications and other promotional media. Though 75% of those surveyed indicated that they were positively influenced by Brock's main recruitment handbook, only 20% cited that they were "greatly influenced"; further, 70% of the students considered Brock's promotional media to be "about the same" as that of other universities. Smaller, less-prestigious universities such as Brock, must establish innovation, acclaim, and excellence in promotion media as an absolute priority if prospective applicants/registrants are to be attracted. Many students (especially those that know little about a particular university) often judge that institution on the quality of its promotional media. To put Brock's best foot forward, time and money must be spent to ensure that Brock's literature, posters, film, and other recruitment tools surpass those of the competition in artistic design and emotional attraction.

If students cannot remember or identify a particular university's recruitment material, this points to a perception problem with that same promotional media. A central recruitment theme, which ties together all publications and media, is an important ingredient in their overall success. Certainly, Brock's "Isaac Brock Wants You" campaign has been firmly etched in the minds of many high school seniors as an identifier of the university.

Since the element of personal contact with university representatives is important to students due to its reinforcement of the "personal approach", thought should be given to protracting the scope of Brock Liaison school visits throughout the province. On campus, faculty and staff must be encouraged to treat visiting high school students and

their parents with cordiality and enthusiasm, in keeping with the "customer orientation" advocated by Kotler.

Brock must begin to give more consideration to those groups (especially parents) that are a great source of influence in the university-related decisions of the students. By involving parents and high school teachers/counsellors more in the application and registration process, these individuals should come to appreciate the extra effort which Brock makes in its dealings with students, and should transmit their positive impressions, in turn, to the students. Special brochure mailings of interest to parents and counsellors would be a way to shape their impressions of Brock in a positive fashion, as would special campus days (similar to Sneak Preview) which could be geared to parent and counsellor concerns.

Still another way for Brock to positively influence parents and counsellors could be the appearance of tastefully-designed Brock advertisements in major magazines and newspapers (Macleans, Toronto Life, Saturday Night, the Globe and Mail, the Toronto Star), along with increased publicity of Brock faculty in these printed media in terms of contributing articles and research items. As Brock appears more in these publications, its name recognition and visibility are enhanced, along with its credibility as a dynamic educational entity.

Jan Krukowski and Alexander Astin, in their respective research, have indicated the importance of institutional image, prestige, and reputation in attracting students (especially those high school graduates with top academic achievement). The eight-college study undertaken at the University of California at Berkeley found that universities with "modest to weak" images tended to attract students

with mainly vocational educational goals and those whose primary reasons for selecting a university were pragmatic and financial rather than academic. The Brock freshman student survey indicated that many Brock students did have predominantly vocational, job-related educational goals, and that pragmatic reasons for selecting Brock were held by many respondents (especially those from the local zone). Students from outside Niagara tended to enroll at Brock for a specific academic program (as opposed to general arts), and possibly because their marks were not high enough to earn them admission at a university closer to home with more selective admissions requirements. However, for non-Niagara applicants, the attraction of a smaller, more personal university was still a key consideration.

Brock must accept that it is at a disadvantage in competition with the more established Ontario universities which boast greater admissions selectivity, research enterprises, and graduate/professional school acclaim. What it must do is capitalize on its strengths. Students are attracted to Brock because it offers them a degree of informality and attention not available at most of the larger, more established, more prestigious universities. Students want assurance that Brock's academic standards are high, but also that they will be treated as individuals and not simply one in a sea of faces. This is especially true of students coming to Brock from outside the Niagara region.

Students enrolled at Brock would appear to have heeded the guidance of Peter H. Wells as previously cited in this paper:

More important is the institution's commitment to post-adolescents as real, not surrogate people. Better to investigate whether the institution will fit program to personality; whether the student will learn and will know his teachers in a way that inspires him to learn more. These, however, all too often figure

as irrelevant questions when defining a good college. How frustrating it is to see a student with distinct personality needs or a clearly defined career preference applying to a college that cannot possibly serve him because his parents will not permit him to apply to a less prestigious university that could.⁵

The attraction of co-operative study and internship programs cannot be ignored; almost 80% of the Brock survey respondents indicated that they would be interested in such programs if available. These programs have the added benefit of forging closer ties between the university and the business, industrial, and government sectors which employ the students during work terms. Brock must look seriously at developing co-operative study and internship programs in many areas to increase its credibility and marketability in the eyes of prospective students and those employers of the university.

Strategic Planning Recommendations

As part of an overall planning strategy for Brock University which will be vital to its continuing prosperity in the future, the following recommendations are offered as a product of this paper's research.

- 1) Brock should, as soon as possible, strike a strategic planning committee composed of senior faculty and staff members, along with selected trustees, alumni, and student representation. This committee, led by the university president and assisted by a skilled and experienced institutional planning consultant, should begin the task of strategic planning by preparing a statement of Brock's institution mission, which would include specific aspirations and objectives for various university divisions and departments over the course of the next five years. This institutional vision should permeate the entire campus to serve as a source of inspiration and direction for faculty and staff.

2) In view of the fact that Brock's greatest recruitment asset is its perception as a university where students receive personal attention from faculty via a small-class forum, and further, that Brock's increased enrollment of the past few years has seen the faculty/student ratio widen considerably, the university must move quickly to hire new faculty so as to reduce class size. This must become an institutional priority, especially in programs which currently are highly subscribed, such as administration, child studies, and physical education. Additionally, faculty members must be encouraged to extend their office hours, so as to avail themselves in fuller fashion to their students. One of the greatest indications of their readiness to assist students on a personal basis which professors can give is an open office door.

In the event that Brock cannot entertain the idea of augmenting its faculty due to financial peril, the university must move to restrict admission into year one studies such that class size returns to the level which was in existence prior to the "boom years" of 1980-84. By limiting enrolment, Brock's current image as an institution of modest selectivity would be enhanced, and probably this would serve to attract students of superior academic calibre who previously would not have considered Brock.

3) In a move to increase its marketability to prospective students and to forge stronger ties with business, industry, and government, the university should create an Office of Co-operative and Internship Programs. This office would be staffed by a manager and a co-operative study/internship officer, reporting to either the Director of Development or the Director of External Relations. The primary objective of this section would be to initiate the placement of Brock undergraduate

students with numerous public and private firms, to the mutual benefit of both parties. The Office of Co-operative Study and Internship Programs would liaise with Brock faculty and the business and industrial community to foster a sound rapport, which could extend to a development of joint research efforts (and a potential source of revenue for the university). Further, these more direct connections between Brock and surrounding companies could be nurtured by the Development Office to produce additional philanthropy which could be directed to needy projects at the university such as scholarship funding.

4) Student recruitment must become protracted in scope within the province. Between September and December of each year, Liaison representatives should give information sessions in all 700 Ontario high schools, bringing the "gospel according to Brock" to the masses of senior students. This heightened visibility in the schools, along with the consequent rapport development between Brock Liaison staff and school counsellors, would play a large part in increasing the volume of applicants, to the point where Brock could become more selective in its admission practices.

In view of the strong endorsement of university "campus information days" by high school seniors, these should be implemented on an annual basis in the spring. The academic emphasis could vary from year to year (science could be highlighted one spring, fine arts another, etc.). These events should be well-advertised in Ontario high schools, and students who have already applied to Brock for one of these programs should be contacted by telephone or personal letter and encouraged to attend.

Alumni, current Brock students, and faculty can all play useful roles in the recruitment of high school students, and should be cultivated accordingly. Consideration should be given to developing strategies for tapping other pools of potential applicants, such as mature and part-time students (both of which represent growing segments of the university population).

5) Extensive research, producing student demographic and attitudinal data, is desperately needed at Brock to provide direction to the strategic planning committee. Brock needs to know more about the students it is attracting, and also more about those it is failing to attract and why. Data concerning job placement of Brock graduates, student retention, and the satisfaction level of Brock students with the experiences (academic and otherwise) that Brock is providing, must be obtained if the university is to move forward in a calculated fashion.

6) All faculty and staff must adopt a "customer orientation" which recognizes that the students are Brock's customers. Though hospitality training seems an inappropriate term to use, it does capture the essence of what is necessary. Instead of carrying on in a way that is most expedient for the university bureaucracy, consideration must be given as to what is most convenient, pleasureable, and accommodating for the student body.

7) In order to attract a greater percentage of Ontario Scholar status high school seniors, Brock's entrance scholarship and in-course scholarship programs must be boosted substantially. In addition, special recruitment activities should be undertaken to cultivate contacts with these academically-gifted students. Special brochures, phone calls

from faculty, and on-campus seminars could all be introduced to increase Brock's profile from these students' perspective.

8) Brock must seek closer ties with the national news media in order to enhance its credibility as a vital institution. Good things happen at Brock, and the university must try harder to gain recognition outside of the Niagara region. Faculty members should be encouraged to offer their talents to the national media as contributing writers, commentators, critics, and the like. When an article by a Brock professor appears in the Globe and Mail, when a Brock faculty member offers his insights as a political analyst on Canada AM, the university as a whole benefits from the exposure.

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Appendix A
1985 Freshman Student Survey



Brock University Year One Student Survey

This is an anonymous survey; DO NOT SIGN YOUR NAME.

1. Did you enter Brock this September less than a year after graduating from high school?
a) yes
b) no
2. The high school from which you graduated is:
_____ school name
_____ school board
_____ town/city of school
3. What "choice" was Brock on your Ontario Universities Application Centre (OUAC) application?
__a) 1st __b) 2nd __c) 3rd __d) can't recall
4. How many universities, including Brock, offered you admission?
__a) three __b) two __c) one
5. Which universities might you have attended had you not come to Brock? (These are probably the other choices you indicated on your OUAC application.) Please indicate your choices in order of preference.
____ first alternate choice
____ second alternate choice

a - Carleton f - Ottawa k - Trent p - York
b - Guelph g - Queen's l - Waterloo q - community college
c - Lakehead h - R.M.C. m - Western r - out-of-province university
d - Laurentian i - Ryerson n - Wilfrid Laurier
e - McMaster j - Toronto o - Windsor
6. What is your intended academic major?
__a) honours business administration/business economics/co-op accounting
__b) child studies/concurrent BA/BEd
__c) physical education/recreation & leisure studies
__d) fine arts (music, theatre, film, drama, visual arts)
__e) science (biology, chemistry, physics, math, geology, physical geology)
__f) computer science
__g) urban/environmental studies
__h) communications studies
__i) liberal studies
__j) politics
__k) psychology
__l) other
7. Would you be interested in a co-op or internship option if it was available in your program?
__a) yes
__b) no
__c) not sure

8. What was your approximate high school graduating average?
☐ a) 60 - 69%
☐ b) 70 - 79%
☐ c) 80 - 89%
☐ d) 90 +%
9. Brock's minimum entrance requirement for general arts and science programs is currently in the mid-sixties. In your opinion, this standard is:
☐ a) adequate ☐ b) too high ☐ c) too low
10. What influence did the following have on your desire to attend Brock?

1. Very positive	4. Somewhat negative
2. Somewhat positive	5. Very negative
3. No influence	6. Not applicable (no contact with this source)

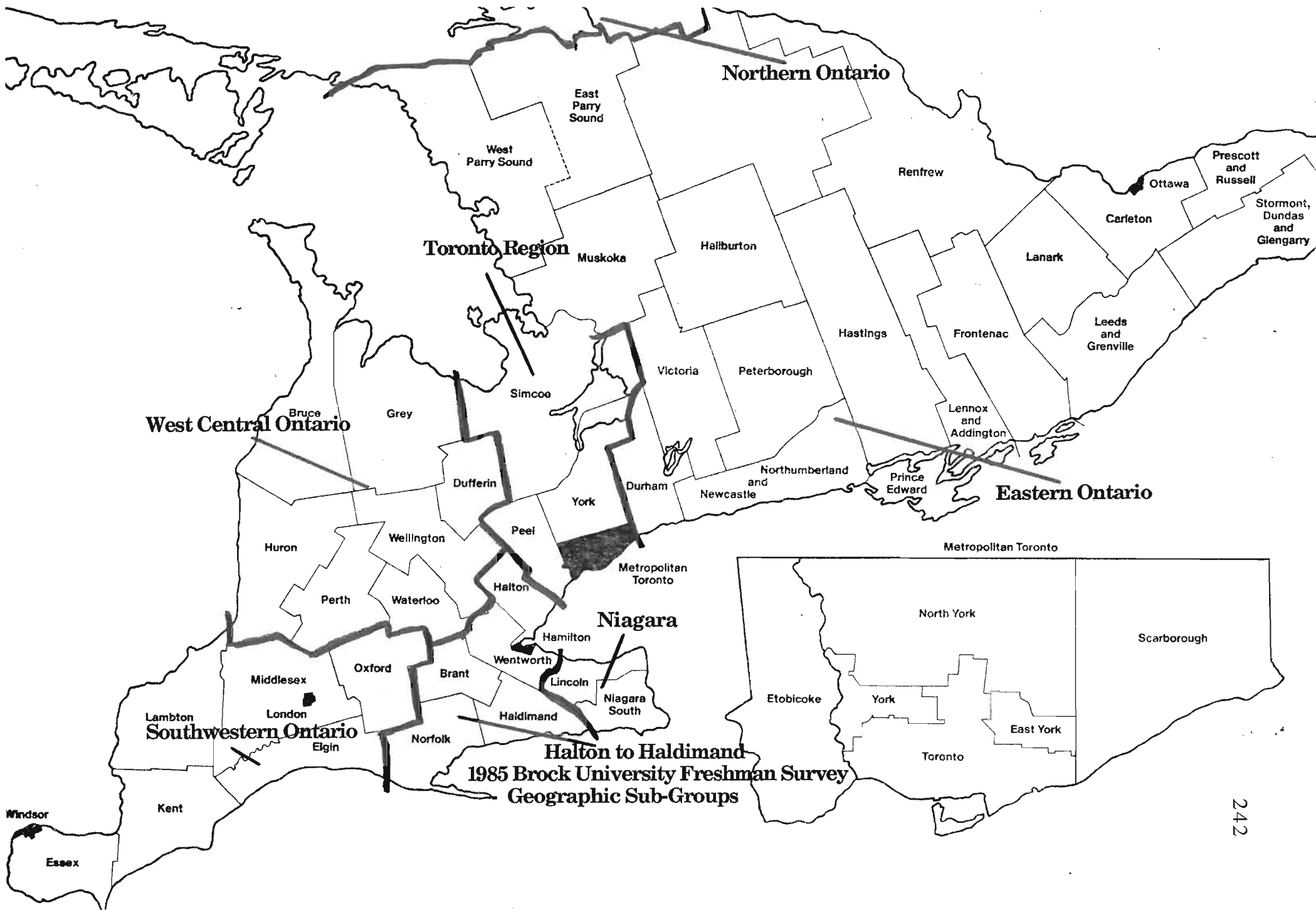
☐ a) the Brock handbook
☐ b) the Brock promotional film
☐ c) a Brock information session conducted by a liaison officer during the University Information Program (UIP) last fall
☐ d) a Brock information session conducted by a liaison officer at your school last fall
☐ e) a Brock information update session conducted by a liaison officer at your school this past spring
☐ f) a visit to Brock's campus
☐ g) discussions with Brock professors concerning your academic program
☐ h) a scholarship offered to you by Brock
11. You are probably familiar with Brock University's marketing theme of "Isaac Brock Wants You". This tie-in with the University's namesake, General Isaac Brock, is employed on many publications (eg. the handbook) as well as on posters and other promotional items (such as buttons). What is your reaction to this promotional approach?
☐ a) positive ☐ b) neutral ☐ c) negative
12. In general, how would you rate Brock's promotional literature, film, posters, and other marketing media in comparison with those of other universities?
☐ a) Brock's are better ☐ b) about the same ☐ c) Brock's are poorer
13. Many universities have begun to use a variety of marketing devices to entice students, such as glossy posters of inviting guys and girls on campus, radio jingles using rock music, and even slick television ads. These promotions don't really stress information about the university's programs, but rather attempt to feature the school's atmosphere or "image".
Which of the statements below best describes your reaction to the use of this kind of promotion?
a) This kind of advertising is not in keeping with the traditional university image; I am "turned off" by such obvious marketing techniques.
b) There is nothing wrong with universities attempting to sell to students the school's "image" and "lifestyle"; it is appropriate, and therefore should be used.
14. Have you attended an "Information Day" or "Career Day" hosted by an Ontario university? If so, your impression of this type of event is that:
a) they are a worthwhile activity, and served to heighten my interest in that university.
b) they are not a very worthwhile activity, and the experience did not increase my interest in that university.
c) they could be a worthwhile activity, but the event I attended was poorly organized such that my interest in that university was not increased.
d) not applicable (I did not attend any such events)

15. As you were in the process of selecting a university, many people may have influenced you in your decision. Please indicate the degree to which you feel those listed below influenced your selection.
1. influenced greatly
 2. influenced somewhat
 3. barely influenced
 4. of no influence
- ☐ a) your parents
- ☐ b) your brothers/sisters
- ☐ c) friends
- ☐ d) high school teachers and guidance counsellors
16. Of the people just listed, who were the most important in terms of their influence on your selection
- a) your parents
 - b) your brothers/sisters
 - c) friends
 - d) high school teachers and guidance counsellors
17. Indicate the priority of the following general university concerns for you :
1. very important
 2. moderately important
 3. not important
- ☐ a) strong university reputation
- ☐ b) excellent research and library facilities
- ☐ c) modern and extensive computer facilities
- ☐ d) friendly, dedicated professors
- ☐ e) small, personal classes
- ☐ f) frequent parties and other social activities
- ☐ g) a politically-active student body
- ☐ h) high profile and successful varsity sports
- ☐ i) good athletics facilities and intramural sports
- ☐ j) guaranteed residence accomodation
- ☐ k) a centralized campus (all buildings and facilities in close proximity to one another)
- ☐ l) a pleasant geographical location
18. How important were the following factors in your decision to attend Brock?
1. very important
 2. moderately important
 3. not important
- ☐ a) Brock's small size
- ☐ b) Brock location within commuting distance of your home
- ☐ c) a specific academic program not offered at many other universities
- ☐ d) your friends attending Brock
- ☐ e) Brock's growing reputation for academic excellence
- ☐ f) Brock's modern facilities
- ☐ g) Brock's varsity sports programs
19. Given the choice, would you prefer to attend a university:
- a) close enough to your home town that you could commute daily
 - b) far away (more that three hours) from your home town
 - c) away from your home town, but less than three hours distant
 - d) it doesn't matter how far or close to home
20. The Admissions office at Brock adoped a policy last year of sending out undergraduate calendars only to those students who were offered early admission in mid-June. (The calendars are available for viewing in high school guidance offices, however). Would you have appreciated this publication earlier in the spring when you were trying to make decisions concerning university?
- a) yes
 - b) no

21. "Sneak Preview" is an event organized by the Registrar's Office at Brock in July for the benefit of incoming year one students (you were invited to attend this special day after you were offered "early admission" to Brock in June). You found "Sneak Preview" to be:
- a) very enjoyable and worthwhile
 - b) somewhat enjoyable and worthwhile
 - c) a waste of time
 - d) did not attend
22. Are you dependent on OSAP grants/loans to continue at university?
- ___a) yes ___b) no
23. How would you rate your high school guidance counsellors in terms of their assistance to you with your university selection and career planning?
- a) helped very much
 - b) helped somewhat
 - c) no help at all
 - d) hindered and confused me
24. Do you consider yourself to be:
- a) strongly religious
 - b) moderately religious
 - c) slightly religious
 - d) not at all religious
25. How would you characterize your political views?
- a) Far Left b) Liberal c) Middle of the Road d) Conservative e) Far Right
26. Your sex is:
- ___a) male ___b) female
27. What level of formal education have your parents attained?
- a) public school
 - b) high school
 - c) some college/university
 - d) college/university graduate (B.A., BSc., etc.)
 - e) college/university advanced graduate (M.A., PhD., etc.)
- Mother _____
- Father _____
28. In an overall or general sense (academically, socially, etc.), how would you compare Brock with the other Ontario universities?
- ___a) Brock is in the top five ___b) Brock is in the middle five ___c) Brock is in the bottom five
29. Should the universities today have as their main purpose:
- ___a) to provide vocational training for students, allowing them to develop skills and techniques directly applicable to their chosen career
 - ___b) to provide a broad educational base for students which is rooted in the liberal arts, and fosters an appreciation of ideas and values
 - ___c) to provide a balance of both of the above

Appendix B

1985 Brock University Freshman Survey - Geographic Sub-Groups



Appendix C
Statistical Summaries for Brock University
and Ontario System

Ontario University Applications and Registered Applicants - 1984

	Applications					Registered Applicants				
	Year 5		Regular		Total	Year 5		Regular		Total
	<u>no.</u>	<u>%</u>	<u>no.</u>	<u>%</u>		<u>no.</u>	<u>%</u>	<u>no.</u>	<u>%</u>	
Brock	5,468	77.8	1,556	22.2	7,024	918	81.4	210	18.6	1,128
Carleton	8,096	63.8	4,591	36.2	12,687	1,962	79.8	496	20.2	2,458
Guelph	8,192	74.7	2,780	25.3	10,972	1,980	86.5	309	13.5	2,289
Lakehead	2,512	65.4	1,331	34.6	3,843	500	66.2	255	33.8	755
Laurentian	2,903	68.8	1,319	31.2	4,222	837	73.0	309	27.0	1,146
McMaster	13,109	80.9	3,098	19.1	16,207	2,086	85.6	350	14.4	2,436
Ottawa	7,307	51.8	6,809	48.2	14,116	1,408	70.3	595	29.7	2,003
Queen's	9,844	69.4	4,348	30.6	14,192	1,609	79.7	409	20.3	2,018
Toronto	18,453	71.8	7,258	28.2	25,711	5,250	87.3	765	12.7	6,015
Trent	3,129	73.3	1,142	26.7	4,271	719	73.7	257	26.3	976
Waterloo	11,177	75.1	3,698	24.9	14,875	2,915	85.5	494	14.5	3,409
Western	19,616	78.8	5,268	21.2	24,884	3,935	86.1	634	13.9	4,569
Wilfrid Laurier	7,702	86.8	1,172	13.2	8,874	1,057	90.9	106	9.1	1,163
Windsor	5,130	74.3	1,779	25.7	6,909	1,317	81.5	298	18.5	1,615
York	14,394	73.6	5,164	26.4	19,558	3,767	79.8	955	20.2	4,722
Total	137,032	72.8	51,313	27.2	188,345	30,260	82.4	6,442	17.6	36,702

Source: Council of Ontario Universities Statistic Summary
August, 1985

Distribution of Grade 13 Applications and Registered Applicants for Ontario
Universities by Geographic Origin, Expressed as a Percentage of Total Applicants and
Registrants - 1984

		Local Zone	Toronto Zone	Rest of Ontario	Quebec	Rest of Canada	Foreign	Not Reported
Brock	apps.	18.7	23.3	49.8	0.1	-	7.2	0.9
	reg. apps.	37.8	15.1	43.8	0.1	0.1	2.7	0.3
Carleton	apps.	35.8	17.7	36.5	0.4	0.1	8.5	1.0
	reg. apps.	47.6	11.3	34.5	0.3	0.1	5.5	0.7
Guelph	apps.	11.7	27.1	49.3	0.2	-	8.5	1.0
	reg. apps.	13.7	25.9	55.5	0.2	-	4.4	0.3
Lakehead	apps.	27.6	17.0	40.7	-	-	14.1	0.7
	reg. apps.	57.6	9.4	28.2	-	-	4.6	0.2
Laurentian	apps.	40.5	14.5	36.4	0.2	-	7.7	0.7
	reg. apps.	58.5	10.0	27.5	0.1	-	3.5	0.4
McMaster	apps.	24.4	36.8	31.1	-	0.1	6.8	0.9
	reg. apps.	41.4	23.4	28.2	-	-	6.0	0.9
Ottawa	apps.	45.7	13.2	31.8	0.6	-	7.7	1.1
	reg. apps.	62.3	7.0	26.3	0.4	-	3.1	0.9
Queen's	apps.	8.6	37.0	49.9	0.3	0.1	3.5	0.5
	reg. apps.	17.7	28.1	51.3	0.1	-	1.9	0.4
Toronto	apps.	63.9	-	30.5	0.1	-	4.8	0.7
	reg. apps.	75.1	-	20.6	-	-	1.9	0.4
Trent	apps.	21.1	35.0	34.9	0.2	0.1	8.0	0.7
	reg. apps.	29.9	31.2	33.5	-	-	4.9	0.6
Waterloo	apps.	13.8	36.0	47.1	0.1	0.1	2.5	0.5
	reg. apps.	17.8	30.3	49.5	0.1	-	3.6	0.3
Western	apps.	15.3	35.0	42.7	0.1	0.1	6.2	0.6
	reg. apps.	25.4	27.6	42.9	0.1	-	3.6	0.3
WLU	apps.	14.3	27.0	51.0	0.1	0.1	6.7	0.8
	reg. apps.	21.4	21.2	53.7	-	-	2.9	0.8
Windsor	apps.	36.4	14.5	33.2	-	-	14.6	1.3
	reg. apps.	60.1	6.8	21.8	0.1	0.1	10.1	1.1
York	apps.	69.5	-	18.5	-	-	10.7	1.3
	reg. apps.	76.0	-	14.3	-	0.1	8.4	1.3
Average	apps.	32.2	28.8*	37.8	0.1	0.1	7.1	0.8
	reg. apps.	46.0	21.4*	33.7	0.1	-	4.6	0.6

*Excluding Toronto and York

Source: COU Statistics Summary - August, 1985

Grade 13 Applications (And Registered Applicants) By Choice Preference For Each
Ontario University As A Percentage Of Total Grade 13 Applications (And Registered
Applicants) - 1984

		First	Second	Third
Brock	Applications	25.8	32.8	41.4
	Reg. Appl.	49.6	27.2	23.2
Carleton	Applications	32.6	34.4	33.1
	Reg. Appl.	56.0	26.6	17.5
Guelph	Applications	34.4	31.5	34.1
	Reg. Appl.	62.6	21.2	16.2
Lakehead	Applications	31.0	26.9	42.1
	Reg. Appl.	59.4	16.6	24.0
Laurentian	Applications	31.8	28.8	39.4
	Reg. Appl.	55.2	20.3	24.5
McMaster	Applications	24.7	35.0	40.3
	Reg. Appl.	53.8	27.9	18.4
Ottawa	Applications	31.0	36.9	32.1
	Reg. Appl.	62.1	24.0	13.9
Queen's	Applications	36.5	32.8	30.7
	Reg. Appl.	78.6	15.3	6.2
Toronto	Applications	53.4	28.8	17.9
	Reg. Appl.	82.9	13.1	3.9
Trent	Applications	26.2	31.4	42.4
	Reg. Appl.	49.0	25.5	25.6
Waterloo	Applications	39.9	33.0	27.2
	Reg. Appl.	74.0	17.8	8.2
Western	Applications	31.4	37.0	31.6
	Reg. Appl.	63.7	25.4	10.8
WLU	Applications	28.7	36.5	34.8
	Reg. Appl.	62.9	25.1	12.0
Windsor	Applications	31.2	28.7	40.2
	Reg. Appl.	52.5	22.6	24.9
York	Applications	35.3	38.3	26.4
	Reg. Appl.	56.2	29.7	14.1
Total	Applications	34.9	33.7	31.4
	Reg. Appl.	65.0	22.1	13.0

Source: Council of Ontario Universities Statistical Summary - August, 1985

1986 Brock Applications/Registrants

(not including advanced standing and VISA student data)

<u>Program</u>	<u>grade 13 apps</u>	<u>reg</u>	<u>total apps</u>	<u>reg</u>
Computer Sci.	133	22	205	36
other Sciences (Bio., Chem., Phys., Math, Geol., P.Geog.)	547	98	723	138
Co-op Acct'g	400	30	456	32
other Admin. (BBE/BAdmin)	1250	301	1597	358
Phys.Ed./Recreation	765	152	944	194
Concurrent BA/BEEd	406	48	506	59
Child Studies	310	88	382	129
Arts (incl. Fine Arts, Comm.St., Lib.St.)	1647	317	2140	446
Total Apps.	5458	1056	6953	1392

1980: HS - 1581, Total - 2502

1986: HS - 5458, Total - 6953

Difference: HS 3877, Total 4451**% increase: HS 245%, Total 178%**

Brock University Application / Registrant Statistics

<u>year</u>	Apps.			Regs.		
	<u>101's</u>	<u>105's</u>	<u>Tot.</u>	<u>101's</u>	<u>105's</u>	<u>Tot.</u>
1975	1335	1084	2419	384	404	789
1976	1796	908	2704	544	225	768
1977	1944	793	2737	479	183	662
1978	1676	804	2480	378	215	593
1979	1468	732	2200	342	199	541
1980	1581	921	2502	364	206	570
1981	2807	1409	4216	501	272	773
1982	4028	1694	5722	720	324	1044
1983	4515	1665	6180	816	295	1111
1984	5468	1556	7024	918	210	1128
1985	5252	1449	6701	1055	270	1325
1986	5458	1495	6953	1055	366	1391

Comparison of Grade 13 Averages of Registered Year One Students at Ontario Universities - Fall, 1985
(source: COU)

<u>institution</u>	<u>Arts</u>		<u>Science</u>		<u>Business</u>		<u>Phys.Ed.</u>		<u>Concurrent Education</u>	
	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
Brock	310	69.3	109	70.5	277	71.3	128	66.3	34	80.1
Carleton	1086	68.8	242	73.2	243	75.9	-	-	-	-
Guelph	559	70.1	603	75.2	58	75.1	96	72.4	-	-
Lakehead	61	70.1	58	71.3	92	70.7	34	66.1	33	70.6
Laurentian	280	69.5	103	71.0	168	70.4	50	64.6	21	71.1
McMaster	724	73.7	526	80.9	399	76.6	208	73.7	-	-
Ottawa	548	73.5	269	80.2	179	77.4	81	71.6	-	-
Queen's	532	78.8	389	83.4	147	84.3	50	76.5	82	80.4
Toronto	1773	78.4	1522	81.8	598	79.7	86	73.5	-	-
Trent	470	68.6	50	71.7	77	69.7	-	-	71	78.1
Waterloo	572	77.3	453	77.8	-	-	260	75.3	-	-
Western	1731	76.1	1093	80.5	372	78.7	123	74.2	-	-
WLU	520	73.4	80	75.5	516	79.7	-	-	-	-
Windsor	394	70.5	199	74.3	272	70.2	84	68.8	-	-
York	2757	71.5	275	72.4	-	-	-	-	-	-
Total	12317	73.5	5971	78.8	3398	76.6	1200	72.3	241	77.5

University Information Program 1980-1985

(based on attendance at sessions 1 & 2 of traditional programs)

	<u>1980</u>	<u>1981</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>	<u>1985</u>
Brock attendance	892	1246	1363	1480	1560	1600
overall UIP attendance	57915	67080	69034	67844	69582	65552
Brock % inc/dcr		+40	+9.4	+8.6	+5.4	+2.6
UIP % inc/dcr		+16.1	+2.95	-1.7	+2.56	-5.79
Brock market share	1.52	1.86	1.98	2.21	2.2	2.4

* comparison of
1980 and 1985 stats

- Brock increase attendance is 79%
- overall increase attendance is 13%

Ontario Scholars in Ontario Universities, 1979 - 1982

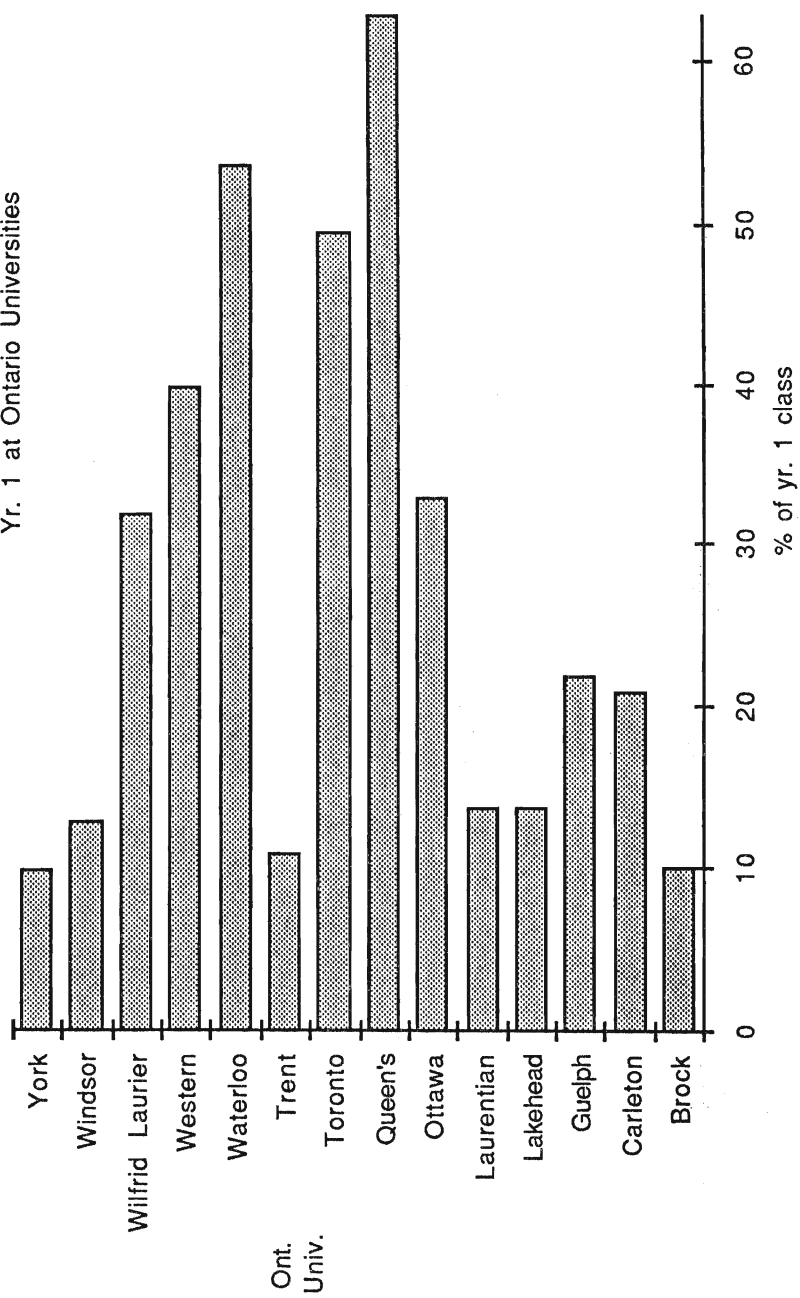
University	Scholars as % of Grade 13 Registrants				% Distribution of Scholars			
	1979	1980	1981	1982 ¹	1979	1980	1981	1982
Brock	10.6	15.0	15.8	11.5	0.5	0.7	0.8	0.8
Carleton	23.4	24.5	22.6	19.1	3.8	3.8	3.2	3.6
Guelph	24.7	22.8	20.9	21.7	4.9	4.1	4.0	4.4
Lakehead	13.9	19.9	16.4	13.8	0.7	0.8	0.8	0.7
Laurentian	19.7	20.2	19.0	15.6	1.2	1.2	1.3	1.0
McMaster	27.6	25.7	28.8	28.9	7.1	6.0	6.8	7.2
Ottawa	30.5	32.4	32.4	29.6	4.3	3.9	4.2	3.7
Queen's	45.0	46.9	53.4	61.3	9.9	9.5	9.3	11.0
Toronto	41.3	43.3	48.7	48.2	30.0	29.0	29.5	25.7
Trent	18.1	20.6	18.8	15.8	0.9	2.0	0.9	0.9
Waterloo	46.7	49.0	54.4	54.9	15.8	17.2	16.2	16.7
Western	33.2	32.4	35.2	36.6	12.1	13.5	13.3	15.1
Wilfrid Laurier	20.7	24.5	31.3	33.4	2.4	2.9	3.2	3.6
Windsor	20.5	21.3	22.7	14.1	2.5	2.8	2.9	2.2
York	15.8	15.4	12.9	9.3	3.8	3.7	3.5	3.4
Total	32.2	33.2	34.8	32.6				

¹ In 1982, visa students were no longer eligible to receive an Ontario Scholar award. Therefore, those schools which had a high visa enrolment may show a drop in the number of Ontario Scholars although the number admitted with 80% or greater in Grade 13 may not have changed.

Source: Ontario Universities 1984: Issues and Alternatives. Background Data.

The Commission on the Future Development of the Universities of Ontario. June 1984: p. 45.

Comparison of Ontario Scholars entering
Yr. 1 at Ontario Universities



source: Toronto Star via COU, 1985

Ontario University Admission Scholarships 1985-86

<u>University</u>	(Under \$550)	(\$551- \$1100)	(\$1101 \$1650)	(\$1651 \$2200)	(Over \$2200)	Total	Total Funds Involved
Brock	77	5	-	-	-	82	43,500
Carleton	120	162	10	-	2	294	178,025
Guelph	36	46	2	77	-	161	195,650
Lakehead	110	10	-	-	-	120	62,647
Laurentian	27	34	46	4	1	112	114,846
McMaster	3	73	222	20	1	319	393,928
Ottawa	4	191	65	-	-	260	289,898
Queen's	29	15	72	31	1	148	186,246
Toronto	87	287	268	25	27	694	784,303
Trent	33	39	16	1	2	91	75,950
Waterloo	407	224	41	6	1	679	346,190
Western	276	456	103	2	5	842	623,688
WLU	-	147	-	-	-	147	151,900
Windsor	115	77	21	5	-	218	132,355
York	182	-	275	1	-	458	421,225
Total	1,506	1,766	1,141	172	40	4,625	4,000,351

Source: COU Statistical Summary - August, 1985

Ontario University In-Course Scholarships 1985-86

University	(Under \$550)	(\$551- \$1100)	(\$1101- \$1650)	(\$1651- \$2200)	(Over \$2200)	Total	Total Funds Involved
Brock	64	10	-	-	-	74	30,450
Carleton	51	229	25	12	11	328	293,717
Guelph	258	185	6	3	-	452	216,700
Lakehead	167	31	-	1	-	199	60,350
Laurentian	140	49	6	3	3	201	115,097
McMaster	146	244	166	39	12	607	511,021
Ottawa	44	203	44	1	1	293	261,837
Queen's	411	220	74	109	35	849	747,008
Toronto	939	509	207	4	5	1,664	1,059,872
Trent	76	69	8	-	2	155	99,600
Waterloo	419	114	37	6	2	578	260,375
Western	163	321	213	2	12	711	685,211
WLU	-	132	-	-	-	132	116,950
Windsor	235	45	37	3	1	321	158,526
York	248	201	20	-	1	470	266,805
Total	3,361	2,562	843	183	85	7,034	4,883,519

Source: COU Statistical Summary - August, 1985